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# Good practices and innovations for the inclusion of young women in the labour market in Latin America, the Caribbean and the European Union



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## List of abbreviations

AFDP	Association of Friends of Development and Peace
Agency EFE	Information Agency
AWB	Association of Women Builders
AWBC	Association of Women Builders of Condega
CACC	Colombian-American Chamber of Commerce
CADCF	Civil Association Diverse Citizenship Foundation
CAF	Development Bank of Latin America
CAFOD	Catholic Agency For Overseas Development
CANRIPW	Central American Network of Rural, Indigenous and Peasant Women
CAPS	Centre for Asia-Pacific Studies
CLACS	Community of Latin American and Caribbean States
CPHD	Centre for the Promotion of Human Dignity
CPP	Citizen Participation Party
CREA	Crea Communities of Social Entrepreneurs
CSDC	Community Social Development Corporation
CSR	Corporate Social Responsibility
DSP	Department for Social Prosperity
ECDL	European Computer Driving Licence
ECLAC	Economic Commission for Latin America and the Caribbean
EMF	Entre Mujeres Foundation
ENEL	Italian National Board for Electricity
ESPAE	Business School of Ecuador
ETIDLA	Educational Trends Information System in Latin America

EU	European Union
EU-LAC	European Union-Latin America and the Caribbean
EUROsociAL++	Programme for Social Cohesion in Latin America
FCZB	Frauen Computer Zentrum Berlin
FDA	French Development Agency
FDRSF	Federal District Research Support Foundation
Fundar	Centre for Analysis and Research
FURN	Federal University of Rio Grande do Norte
GMG	Global Migration Group
GPOF	Group for the Promotion of Organic Farming
HAUHEI	Higher Association of Universities and Higher Education Institutions
HDI	Human Development Index
IAF	International Accreditation Forum
IBICT	Brazilian Institute of Information Science and Technology
ICT	Information and Communication Technology
IDB	Inter-American Development Bank
IDF	National System for the Integral Development of the Family
IFT	Federal Institute of Telecommunications
ILO	International Labour Organisation
IMJUVE	Mexican Youth Institute
INATEC	National Technological Company
INDESOL	National Institute of Social Development
INE	National Institute of Statistics
INEGI	National Institute of Statistics and Geography
INMUJERES	National Women's Institute

IOM	International Office for Migration
IPC	Integral Penal Code
IRPF	Personal Income Tax
IRTC	Integral Rural Training Centre
IT	Information Technology
IYO	Ibero-American Youth Organisation
LAC	Latin America and the Caribbean
LGAMVLV	General Law on Women's Access to a Life Free of Violence
LGBTI	Lesbians, Gays, Bisexuals and Transsexuals
LVC	La Vía Campesina
MAGLP	Municipal Autonomous Government of La Paz
MDGs	Millennium Development Goals
MIYOTL	Ray of Light in Nahuatl
NCGERH	National Centre for Gender Equity and Reproductive Health
NCTAI	National Centre for Technical Assistance to Industry
NGO	Non-governmental organisation
NHRC	National Human Rights Commission
NOM	Official Mexican Emergency Regulations
OAMN	Organic Agriculture Movement of Nicaragua
OECD	Organisation for Economic Cooperation and Development
PAC	Primary Agents of Change
PAI	Private Assistance Institution
PBO	Planning and Budgeting Office
Pd	Person with disability
PDWH	Paid domestic workers in households
RIA	Research and Innovation Agency

<b>RNR</b>	National Shelter Network
<b>SDOs</b>	Sustainable Development Objectives
<b>SENA</b>	National Learning Service
<b>SERCOP</b>	National Public Procurement Service
<b>SMM</b>	School of Municipal Managers
<b>STEM</b>	Science, Technology, Engineering and Mathematics
<b>TEXAL</b>	Association for the Social Development of Craftswomen
<b>UCBVR</b>	Union of Cattle Breeders of Villa el Rosario
<b>UN Women</b>	United Nations Organisation to promote gender equality and the empowerment of women
<b>UNB</b>	University of Brasilia
<b>UNFPA</b>	United Nations Population Fund (UNFPA)
<b>WB</b>	World Bank
<b>WCEEO</b>	Women's and Community Economic Empowerment Office
<b>YMCA</b>	Young Men's Christian Association
<b>YMCA-RS</b>	Young Men Christian Association of Rio Grande do Sul
<b>YWF</b>	Young Women's Federation



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## Executive Summary

One of the objectives of the EU-LAC Foundation and the EUROsociAL+ Programme is to create spaces for reflection by promoting informed debate on the challenges faced by the population in order to achieve higher levels of well-being for their societies and better routes for the future, and to encourage the design of public policies that promote the inclusion of young women in the world of work and their active participation in inclusive and sustainable development. Within this framework, a call was made to present “good practices and innovations for the inclusion of young women in the world of work”, with the intention of gathering and sharing among social organisations, business actors, public institutions and decision makers, the positive experiences that have been successful in reducing the gender and generation gaps that still persist in the economic, political and social systems of both regions.

The conditions surrounding young people from different socio-economic strata and realities in the two regions (LAC and EU) generate increasingly oscillating trajectories between education systems, unemployment, work, family labour, inactivity and other situations. Globalisation has implied the growth and fragmentation of production systems at the global level with implications at the national and regional levels not only in the economic, but also in the social and environmental spheres. Faced with this reality, the social groups that face the greatest inequalities of opportunity to enhance their human development are women, youth, the long-term unemployed, the less skilled, the migrant population and ethnic groups.

Many gender-related factors contribute to the increased vulnerability of women and, in particular, young women. These include unequal access to paid work, lower wages and earnings when self-employed, lack of social protection, sexual harassment, workplace violence and limited access to assets, including land and property. But there are also elements that respond to the stigmas and social imaginaries and legal norms that continue to discriminate against women throughout their lives and specifically when they are young women. In this context, economic autonomy is a path to empowerment. The latter is understood as part of a complex process that involves different dimensions of women’s lives from a subjective, family, social, economic, political and cultural point of view and is influenced by multiple factors that allude to the roles socially assigned to women, and they must assume a number of activities inside and outside the home that in many cases hinder them from having a decent job or from having social mobility as a result of their successful economic initiatives.

The trend in the labour market in recent years shows indicators of deterioration for young women in both regions. They are more likely to have temporary work, higher unemployment rates, higher employment rates in the unregistered (informal) sector and lack of social protection. Dropping out of school at an early age to enter the labour market or to take on care and domestic work is a brake on personal development and the reduction of poverty in their homes.

Faced with these trends in both regions (LAC and EU), the practices presented provide arguments and methodologies to creatively address the challenges faced by young women, with

their dual role in the productive and reproductive economy. The initiatives, projects, and programmes present a wide range of contributions in the design, methodologies and conceptual approaches to address the problems of women in general and/or young women in particular in their inclusion in the labour market. These include:

- A good diagnosis of the context of the labour market and the socioeconomic and cultural conditions in which women live is of central importance for designing interventions to be relevant to the specific needs of young women and to contribute to overcoming the gaps identified.
- The application of comprehensive training and education techniques allows for the development of technical skills and abilities and provides elements and knowledge on the social construction of gender that contributes to the change in the social imaginaries that are present in the labour market. The vast majority of practices have a clear transformative approach to the gender perspective, promoting changes in the sexual division of labour, developing actions that help women to break away from gender-based violence and sexual and reproductive health care.
- The strengthening of the participation of the population receiving the services is an important work strategy to ensure that women become economic actors at the local and national levels and to overcome the vision of passive beneficiaries of projects or programmes.
- The construction of institutional alliances with common interests and complementary lines of work is another element that contributes to sustaining the processes and empowering the actors in the medium term.
- Ongoing monitoring of the implementation of initiatives to follow up on goals and expected results, taking into account the opinions of the women assisted and accountability, favours social auditing, elements that contribute to improving the implementation of practices, as well as leveraging resources for their implementation and expanding the number of implementing partners.
- The institutional strengthening of the executing agencies allows them to improve the quality of the services they provide, as well as the mainstreaming of the gender approach and capacity building in the design and implementation of their policies, with the correlation of achieving concrete changes in the life situation of young women, promoting their empowerment.

In order to face the challenges of including young women in the labour market, a series of actions by various actors (women's or civil society guilds, trade unions and social organisations) and policies are needed to contribute towards changes in social imaginations.

In the area of public policies, the document emphasises the following:

Design of inclusive public policies, developed within an integrated framework of economic policies to promote job creation and social policies to improve the employability of young people.

Promotion of continuous training at the technical and gender levels, to ensure the quality and relevance of the training of young people throughout their lives, as well as the promotion of new masculinities in favour of women equality.

Revision of training programmes in schools, technical centres and universities to provide young people with knowledge and tools for better and more appropriate labour market insertion and to help break down the dynamics of occupational segregation based on gender.

Strengthening of the link and interaction of education systems with the private sector, to promote formal employment under the principle of compliance with labour rights, to promote gender equality actions at the different levels of operation of companies and to influence changes in the sexual division of labour.

Greater investment in research and development, as well as the promotion of constant innovation by promoting and encouraging young women to take up studies in the areas of science, technology, engineering and mathematics with mastery of new technologies.

Conduct quantitative and qualitative research on what countries in economic growth and development lose when their young populations are excluded from education and paid work. This evidence would contribute to the design and implementation of comprehensive public policies with programmes that respond to the life cycle of the population and direct public resources (fiscal policies), putting on the agenda actions and programmes of co-responsibility for unpaid work carried out by women.

Taking into account the high sensitivity of the young population to whether or not they are employed according to economic cycles and to the elements that underlie discrimination against young women, high priority must be given to public policies, which include social protection. This public policy should be designed according to the conditions and possibilities of the countries and the profile of the young population in conditions of vulnerability to the labour market.



## PART ONE

### 1. GENERAL INTRODUCTION

The EU-LAC Foundation, based in Hamburg, is made up of the 61 countries of the European Union (EU), Latin America and the Caribbean (LAC), and the European Union itself. One of its main objectives is to promote spaces for reflection on the challenges faced by the EU and LAC to achieve higher levels of well being for their societies and better routes for the future. In this sense, promoting an informed and proactive debate on the inclusion of young women in the world of work is at the centre of the Foundation's interest and of the interest of the bi-regional actors that promote inclusive and sustainable development.

Moreover, EUROsociAL+ is the third phase of the European Union's cooperation programme, promoted by the conclusions of the CLACS-EU Summits of Heads of State and Government. Its objective is to support the national public policies of 18 Latin American countries with an impact on social cohesion, through the exchange of experiences, knowledge and technical assistance actions between the countries of Latin America and Europe. The Programme has three main areas of public policy: social policy, good governance and gender equality. In this context, promoting the integration of young women into the world of work is a key area of support activities for the countries. The Programme is also a space for bi-regional dialogue on public policies between Latin American and European institutions and seeks to promote reflection on the issues on its intervention agenda.

Within this framework, the foundation and the programme made a call to present "good practices and innovations for the inclusion of young women in the world of work", with the intention of gathering and sharing among social organisations, business actors, public institutions and decision makers, the positive experiences that have been successful in reducing the gender and generation gaps that still persist in the economic, political and social systems of both regions.

A review was made of the initiatives, projects, models and reforms presented to the call to identify those that have been successfully implemented in the countries of Latin America and the Caribbean (LAC) and the European Union (EU). An analysis of these initiatives is presented in this document, which highlights the success factors and lessons learned in order to share them and transfer them, as far as possible, to other countries on both continents. In this way, the aim is to enrich bi-regional dialogue on the issue of gender relations, understanding that cross learning is a useful tool for decision-makers and public policy advocates.

This document is divided into three parts. The first part, in addition to the general introduction, includes some conceptual elements on youth from a gender perspective, an analysis of labour market trends and behaviour in LAC and the EU in order to visualise the real situation facing youth in both regions, but particularly young women.

The second part presents the methodological process that was carried out in the call for proposals of the EU-LAC Foundation and the EUROsociAL+ Programme and for the analysis of the 28 practices received and a summary of them, highlighting the common elements between the different initiatives.

The third part includes the characteristics of the 10 illustrative initiatives from the perspective of crosscutting themes that are considered strategic to support the inclusion of young women in the labour market and their empowerment. This part also develops main conclusions of the study and recommendations, as well as a section for final reflections.



## 2. CONCEPTUAL FRAMEWORK

### 2. 1. Youth: a crucial stage for human development

The concept of youth obeys a social construction. Hence, the age definitions, characteristics and roles given to it vary according to the historical and cultural factors of each society. Young people's transitions and life trajectories are heterogeneous, they develop in different ways, at different times in their lives, and the process cannot be conceived to be a linear trajectory (ECLAC/IYO/IMJUVE, 2014). Therefore, youth is not static, but varies over time and according to the social, cultural, economic and geographical conditions of each society.

Starting from this conception of youth, knowledge and understanding of youth requires an analysis of the context in which they move, as well as the institutional functioning that hinders or facilitates the inclusion of young people in human development.

There are different definitions of the ages of the young population. In most countries it is between 15 and 24 years of age, or between 15 and 29 years of age. According to the provisions of the call for tenders for this consultancy, the EU has adopted the provisions for the population between 15 and 29 years of age.

The conditions surrounding young people from different socio-economic strata and realities in the two regions (LAC and EU) generate increasingly oscillating trajectories between education systems, unemployment, work, family labour, inactivity and other situations. That is, irregular transitions, where you go and come back from one status to another.

On the other hand, globalisation has implied the growth and fragmentation of production systems at the global level with implications at the national and regional levels not only in the economic, but also in the social and environmental spheres. Confronted with this reality, the social groups that face the greatest inequalities of opportunity to enhance their human development are women, youth, the long-term unemployed, the less skilled, the migrant population and ethnic groups.

Once the commitments of the Millennium Summit Declaration in 2015 were concluded, all countries in the world made progress on some of the Millennium Development Goals (MDGs), mainly in reducing poverty. But there are still major shortages affecting millions of people: almost half of the world's working people work in vulnerable conditions and rarely have the benefits of decent work. Large gaps persist between the poorest and richest households, and between rural and urban areas with consequences for children's growth stunting, with children more likely to be out of school, with higher under-five mortality rates, among other deprivations and in the poorest households (United Nations, 2015).

Gender inequality persists. Many gender-related factors contribute to the increased vulnerability of women and, in particular, young women. These include unequal access to paid work, lower wages and earnings when self-employed, lack of social protection, sexual harassment, workplace violence and limited access to assets, including land and property. But there also remain elements that respond to the social stigma and imaginaries and legal

norms that continue to discriminate against women throughout their lives, and specifically when they are young women.

In order to achieve the human development of young people, recognising their heterogeneity, different types of actions are required, the most important of which are the coordination and articulation of the actions of government actors; the implementation of complementary policies and actions to achieve common objectives, also leading to greater efficiency and effectiveness of public policies; strengthening local (especially municipal) bodies to carry out youth social inclusion initiatives that include greater community participation, both in their design and in their implementation; existence of regulatory frameworks on and for youth that promote the commitment of society as a whole and the powers of the State (policies and resources) to meet the needs of young people.

The combination of these actions generates the conditions for stability, permanence of criteria, institutionality and resources for public policies for youth, thus contributing to the sustainability of the results achieved. In line with the foregoing, the Baku Commitment on youth policies should be taken up again and should fulfil the following characteristics (ECLAC, 2015:267): rights-based, inclusive, participatory, with a gender perspective, comprehensive, based on knowledge and evidence, with sufficient resources and including accountability processes.

These criteria were taken into account in analysing the illustrative practices discussed in the third part of this document.

## **2. 2. The empowerment approach to promoting the inclusion of young women in the labour market**

The persistence of disparities in employment and in the quality of employment between young women and men have an impact on the vulnerability of these people when they reach adulthood and also have an impact on social conditions, especially in terms of social protection and the risk of being affected by economic poverty. Hence the importance of promoting actions that contributes to women's economic autonomy and empowerment.

Economic autonomy is understood as *"the ability of women to generate their own income and resources from access to paid work on equal terms with men, taking into account the use of time and the contribution of women to the economy"* (ECLAC, 2018).

*"Economic autonomy is a fundamental pillar of women's autonomy and, by definition, requires that women earn an income that allows them to overcome poverty and have free access to their time for training, access to the labour market, professional and personal development, active participation in social and political life, and dedication to their loved ones without this becoming a barrier to the achievement of their own aspirations. Monetary income and time are finite and often scarce resources"* (ECLAC, 2016:39).

Economic autonomy is closely linked to empowerment. Understanding that the latter is not in itself a "status" to be achieved once and for all, but is a complex process that involves different

dimensions of women's lives from a subjective, family, social, economic, political and cultural perspective and is influenced by multiple factors.

Empowerment and economic autonomy should be understood as more than the achievement of greater participation in productive activities or increased income. We need to recognise that women, due to their socially assigned roles, carry out a large number of activities inside and outside the home, which in many cases hinder them from having a decent job or from having social mobility, as a result of their successful economic initiatives. Indeed, according to the study carried out with data corresponding the period between 2000 and 2016, *"The time spent in domestic work and unpaid care for others decreases women's ability to engage in other activities, such as education or paid work. According to survey data from 83 countries and areas, women spend almost three times as much time on domestic work and caring for others in the home without pay as men. Data from a subset of countries (mainly in Europe and Latin America) suggest that this disparity increases in periods when women are more likely to have younger children in their households. Women spend more time caring for family members than their husbands, especially children. This activity often overlaps with domestic work, making it difficult to gather accurate data through time-use surveys (United Nations, 2017:28).*

### 3. LABOUR MARKET SITUATION IN LATIN AMERICA AND EUROPE AND THE PARTICIPATION OF THE YOUNG POPULATION AND IN PARTICULAR YOUNG WOMEN

#### 3.1. The labour market

The labour market has undergone drastic changes, and many experts are trying to predict its evolution and particularly the role of technology in it. It is well-known that technology has come to accelerate processes in the economy and society based on the speed, complexity and actuality with which, through it, resources and people are linked in the processes of producing goods and services. Those who are not able to keep up with these dynamics and developments risk becoming “unemployable” –from the employers’ perspective.

In this sense, it is becoming increasingly clear that there is a gap between education and work. Many of the young people who have graduated from the education system do not have the knowledge and skills that the market needs. In the same sense, there are professions that are disappearing from the market interest, and others that are emerging, without university training centres being able to keep pace with the demand for knowledge.

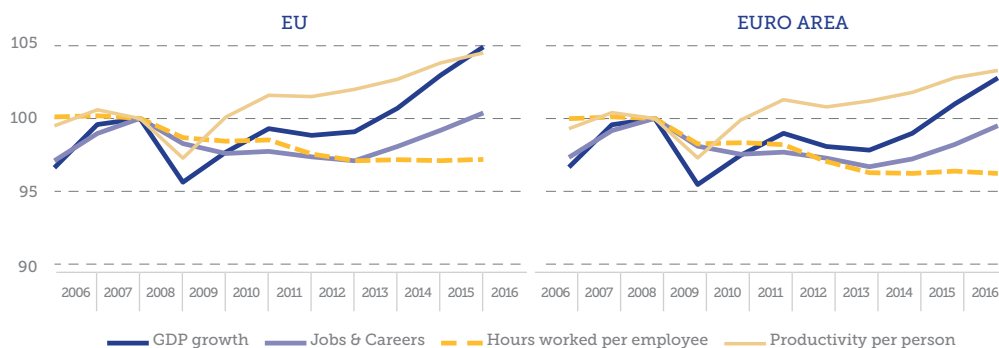
Another feature that has deepened in recent years is the volatility of formal employment. Today, stable employment with social protection is decreasing, employment is increasing by product, service, or for a defined period of time (piecework), generally without rights and occupied mainly by vulnerable groups, such as young people with low and medium qualifications, women, immigrants, adult workers in poverty, or elderly people in need of limited pensions.

The reports of the European Commission (European Commission, 2017) and the International Labour Organisation (ILO, 2017) show that the evolution of labour market indicators in both regions has been mixed in recent years.

In the countries of the European Union, the recovery of employment from 2013 onwards occurred with higher annual growth rates, compared with the pre-crisis years (2008-2009), influenced by economic growth (1.8% on average per year between 2014 and 2017). In the first quarter of 2017, 234.2 million people were employed in the EU, equivalent to 71% of the economically active population, with 65.3% and 77% for women and men respectively, and the unemployment rate continued to fall, 7.8% in 2017; long-term unemployment stood at 4.0% in 2016.

Graph No. 1

Employment growth, economic expansion and productivity per person employed  
in the European Union and the Eurozone (Index based on year 2008=100)

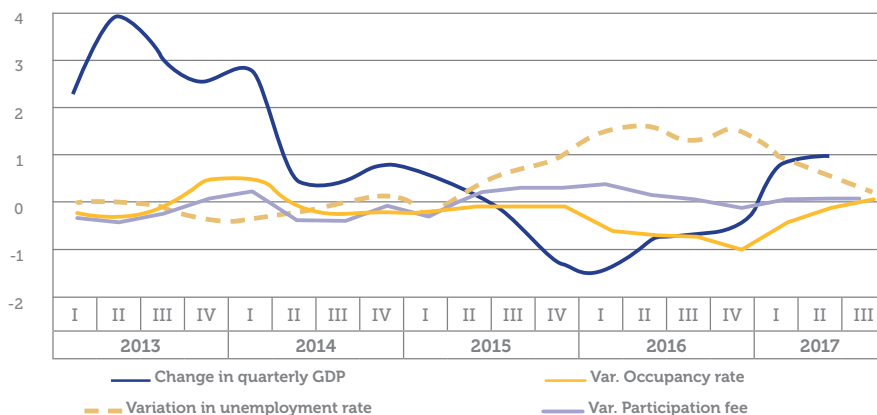


Source: Eurostat, National Accounts [nama\_10\_gdp, ama\_10\_a10\_e]

On the other hand, the economy in Latin America and the Caribbean reported an average annual economic growth of 0.4% between 2014 and 2017, influenced by the 0.9% reduction in 2016. In 2017, the regional economy grew by 1.2% compared to 2016. Although this growth had an impact on the labour market, it was not sufficient to reverse the negative trends in overall labour indicators. In effect, the national employment rate of the region was 57.2%, a level close to that registered in 2007 (57.5%); being 68.9% for men and 45.0% for women (ILO, 2017:34).

Graph No. 2

Latin America and the Caribbean (12 countries). Year-on-year variation in Gross Domestic Product. Employment rate. Unemployment rate and participation rate  
(Annual percentage point change for the quarters 2013 to 2017)



Source: ILO, 2017:34

In Latin America and the Caribbean, in 2017, the average regional unemployment rate increased for the third consecutive year from 7.9% in 2016 to 8.4% at the end of 2017. In absolute terms, this rate is equivalent to around 26.4 million unemployed people in the region –two million more than in 2016. Excluding Brazil, the average unemployment rate for the rest of the countries in the region developed positively, falling from 6.1% to 5.8%, according to year-on-year data available in the third quarter (ILO, 2015:14).

### 3.2. Youth and Employment

One of the main population groups that has been affected by the changes observed in the labour market is young people at a global level. A “young person” is a person between the ages of 15 and 24 according to the United Nations<sup>1</sup>, and 15 and 29 according to the European Union<sup>2</sup>.

Labour market indicators in the European Union show significant differences between working people by age range. Employment rates of young workers aged 25 to 39 has stagnated, while the employment of those aged 40 to 64 has increased, but mainly for those aged 55 to 64.

If we concentrate the analysis on the behaviour of some indicators referring to young people between the ages of 15 and 24, we can see that this is the population group that continues to face the greatest obstacles to their inclusion in the labour market. In effect, the employment rate in 2016 at 33.8%, fell by 3.6 percentage points compared to 2008, at 37.3%. On the other hand, the proportion of unemployed (unemployment rate) among young people that has decreased in recent years –in 2016 at 18.7%– is still above the level reached in 2008 (15.9%) (European Commission, 2017).

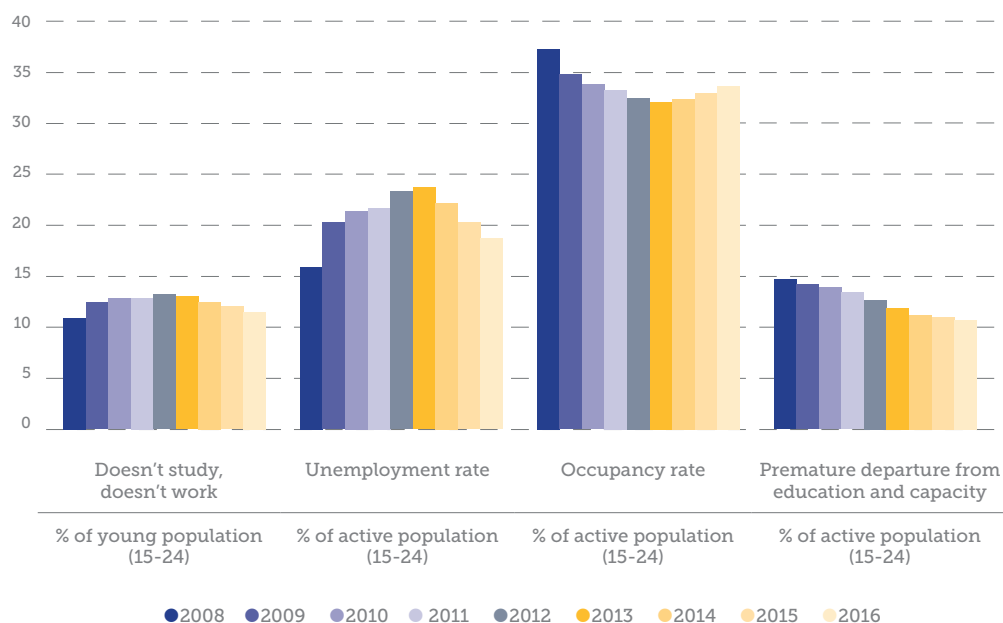
Two indicators that also reflect the problems of exclusion of this population group are data on people who leave the education system prematurely and those who do not study and work. The ratio of young people who do not study or work in the European Union increased in 2016 compared to 2008 and the indicator reflecting dropouts from the education and training system decreased. In both cases, these are a significant proportion of young people who, due to a lack of educational opportunities, could be affecting their future development and, therefore, their inclusion in the labour market under decent conditions.

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1 <http://www.unesco.org/new/es/popular-topics/youth/>  
2 <http://eur-lex.europa.eu/legal-content/ES/TXT/?uri=COM:2015:429:FIN>

Graph No. 3

Main indicators for the young population (15-24 years) in the European Union



Source: Eurostat, LFS [lfsi\_emp\_a, une\_rt\_a, edat\_lfse\_20, edat\_lfse\_14]

According to the information available from the ILO for the Latin American and Caribbean region, young people between the ages of 15 and 24 experienced an increase in the unemployment rate and a decrease in the employment rate in 2017 compared to the previous year.

Table No. 1

Latin America (16 countries): main labour indicators by age group.  
January to September 2016 and 2017 (Percentages)

Region	Participation Rate		Employment Rate		Unemployment Rate	
	2016	2017	2016	2017	2016	2017
<b>Latin America and the Caribbean</b>	61.7	61.8	56.7	56.5	8.2	8.7
15 to 24 years	47.7	47.8	38.9	38.7	18.9	19.5
25 and over	66.9	67.0	63.0	62.7	6.0	6.5

Region	Participation Rate		Employment Rate		Unemployment Rate	
	2016	2017	2016	2017	2016	2017
<b>Latin America and the Caribbean excluding Brazil</b>	61.9	61.8	58.1	58.3	6.1	5.8
15 to 24 years	46.5	46.2	40.2	40.3	13.8	12.7
25 and over	68.5	68.5	65.3	65.4	4.6	4.4

Source: ILO (2017:41)

Over the past year, the employment rate of young people (15-24 years old) in Latin America and the Caribbean was 38.7%, compared with 62.7% in persons over 25 years of age (ILO, 2017). In the European Union the employment rate of young people in the same age range was 33.8%, compared with 78.8% of the population between 25 and 54 years of age (European Commission, 2017; 166).

Despite the increase in the young population in education, the unemployment rate is higher in the last decade in both regions. Youth unemployment (15 to 24 years) in the European Union as of May 2017 was 16.9%, more than double the overall rate of 7.8% (European Commission, 2017: 29). Although youth unemployment has increased in all the countries of this region since 2000, the situation in Spain and Italy, where the youth unemployment rate has been around 42.4% and 31.6% respectively, is particularly worrying (Borregales, 2016).

In Latin America and the Caribbean in 2017, unemployment rates for young people (women and men) and women in general rose to worrying levels – about three times higher than the adult unemployment rate in most countries (ILO, 2017:41). In effect, the unemployment rate increased from 18.9% in 2016 to 19.5% in 2017, but if Brazil is excluded, there is a reduction from 13.7% in 2016 to 12.7% in 2017. Brazil and Jamaica have the highest youth unemployment rates in the region, at around 30% (ILO, 2017: 15).

Younger workers in the European Union are twice as likely as older age groups to be in temporary work, a trend that has been accentuated since the early 2000s (European Commission, 2017: 79). In Latin America and the Caribbean, when young people are able to enter the labour market, they do so mainly under conditions of unregistered and informal employment. These trends show that changes in the labour market in both regions are having a greater impact on young people and women, showing once again that in the labour markets there are persistent situations of gender inequality and lack of opportunities for those who are just starting to look for work.



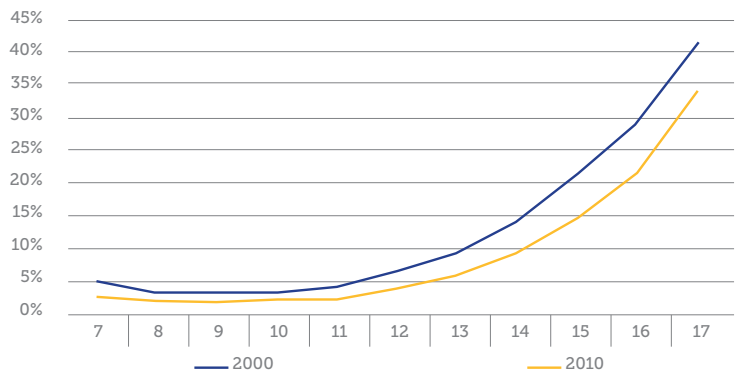
One of the reasons for the reduced participation of young people in the labour force has to do with their greater involvement in secondary and higher education –a trend that in itself can be considered very positive (ILO, 2015: 2).

The data analysed on the young population aged 15-24 and their involvement in the labour market in both regions suggest that this population of the school age may be dropping out of school because of the urgency to enter the labour market, which poses future challenges for these people in terms of their inclusion in decent employment conditions in the labour market.

Although sex-disaggregated data are not available, studies in Latin America and the Caribbean indicate that both men and women over the age of 15 years are unconnected to the education system for different reasons.

Graph No. 4

Latin America (18 countries):  
Percentage of children and adolescents out of school, by simple age (2000-2010)



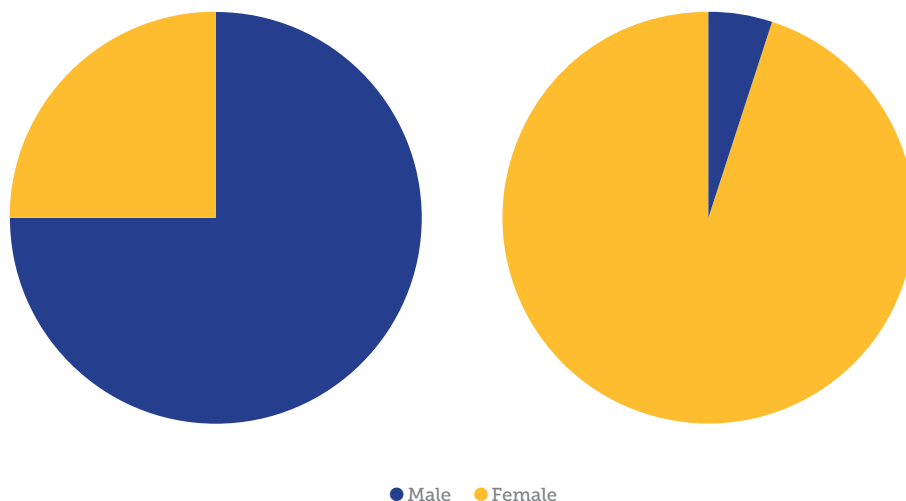
Source: SITEAL based on Household Surveys of each country

Dropout rates differ according to gender. The vast majority of men do so to integrate into the labour market, mainly in the rural sector, and women to assume unpaid work in their homes, as shown by the study carried out by ETIDLA (2013) for countries in Latin America.

Graph No. 5

Latin America: Children and Adolescents  
not attending school for work reasons  
(6 countries, 2010)

Latin America: Children and Adolescents  
not attending school for reasons related  
to domesticity (6 countries, 2010)



Source: ETIDLA (2013:4)

But the study carried out by ETIDLA (2013) also identifies other factors that encourage young people to drop out of the education system, such as, in order of importance: disinterest/ discouragement, economic difficulties, domesticity and work mainly.

Most children and adolescents who do not attend school are not attending school for economic reasons. Seven out of ten out-of-school children and adolescents come from households most at risk of economic deprivation. However, it is observed that among adolescents who do not attend school, the proportion coming from medium and high socioeconomic sectors has increased, while the relative weight of these sectors increases with age (ETIDLA, et. al (2013:1).

For the world's young population between 20 and 29 years of age, the main cause of their exclusion from the labour market is the lack of employment opportunities. On the one hand, because unemployment rates are high and secondly, because the transition period between education and employment is getting longer, more and more young people are finding themselves in a situation where they are neither working nor studying (non-student and non-worker). This condition can lead to a deterioration of skills, underemployment and deterrence.

Survey data (ILO 2017: 3) conducted in 28 countries around the world show that nearly 25 percent of the young population between the ages of 15 and 29 falls into the category of non-student and non-worker. The proportion of non-student and non-workers increases as

the age of young people increases. Despite access to higher education opportunities, in developed countries, non-student and non-workers over 20 years of age outnumber young people aged 15-19. Data for this indicator are not available for both regions disaggregated by sex. However, countries with disaggregated data show a higher percentage of women in this category, which is explained by the fact that it does not take into account the care work done by the majority of women, particularly young women, during their reproductive lives.

In the European Union, the number of people aged between 20 and 24 who do not study or work has been declining since 2012. Reaching in 2016, 16.7%, being particularly high in Italy, Romania and Greece (23%-29%) (European Commission, 2017: 37). Among the 14-24 year-old population in this same region in 2016, this was reported at 11.5% (11.9% for women and 11.2% for men).

In Latin America and the Caribbean, in 2015, 17.3% of the young population (15-24 years old) were reported not to be in school or working.

In addition to the lack of job opportunities for young people, the transition time from school to work has been extended. In the European Union, one in three young citizens (35.5%) sought employment for more than a year in 2014, up from 32.6% in 2012 (ILO, 2015: 7).

In Latin America and the Caribbean, the proportion of working poor is higher among young people than among adults. In 2016, 37.7 per cent of employed young people lived in extreme or moderate poverty, while among employed adults the proportion was 26 per cent (ILO, 2017: 2).

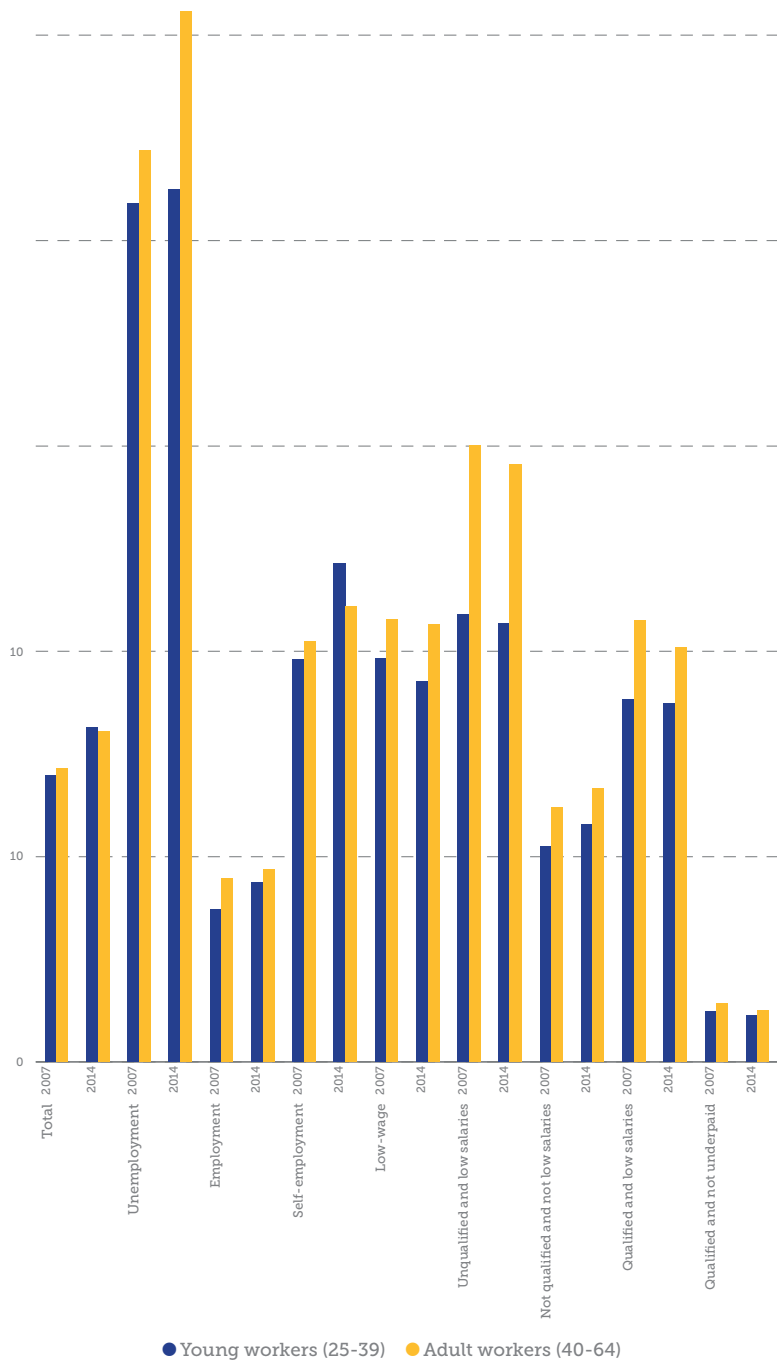
The poverty situation of the employed population is closely linked to the characteristics of the occupation. In this sense, part-time employment is common in European Union countries. In 2014, 43.3% of the young population was employed under temporary employment contracts, up from 40.0% in 2005 (ILO 2015: 7).

In the European Union region, 12.7% of young people in 2014 were considered to be at risk of poverty (living on less than 60% of median income) even though they were employed.

According to what is observed in Graph No. 7, the young population is at a greater disadvantage mainly when they are self-employed compared to the adult employed population. However, there is a high percentage of young people who form part of the economically active population at risk of poverty, mainly when they are unemployed, but also when they are workers with low and high skills but low wages.

Graph No. 6

Proportion of population at risk of poverty for each group

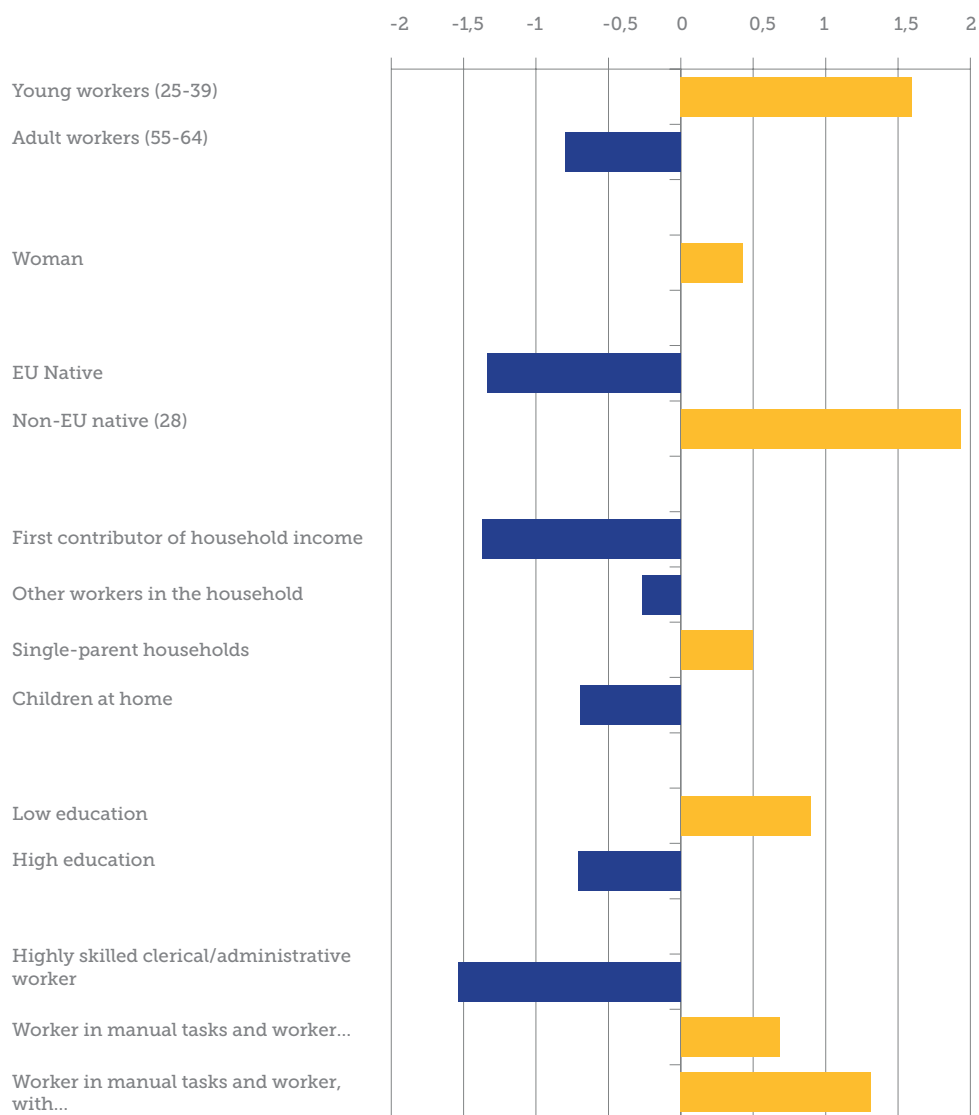


Source: European Commission (2017)

The European Commission carried out a statistical analysis to identify the factors related to the low salary of the employed population, finding as determining factors the fact of not being a native of the EU, being at an age of between 25 and 39 years old, being a worker (highly qualified clerical/administrative worker, and workers who perform highly qualified manual tasks (blue-collar workers) and with low qualifications, low level of education, being a woman, and single parent households.

Graph No. 7

Factors related to low pay among unskilled workers



Source: Eurostat.European Commission, 2017: 83

The highly precarious and vulnerable situation of a large part of the working population is associated with informal work, which is usually not reflected in official statistics and which greatly affects young people in both regions and, in some countries, women. Informal work has serious career implications, such as a lack of social protection coverage, difficult access to financial services, precarious working conditions, and income uncertainty.

Globally, informal employment is a greater source of employment for men (63.0 per cent) than for women (58.1 per cent). But participation in the different regions and countries differs. In low- and lower-middle-income countries, women outnumber men in informal employment. Women in the informal economy are usually in more vulnerable situations than their male counterparts, for example, as domestic workers, home-based workers or auxiliary family workers (ILO, 2018:21).

In Latin America and the Caribbean, from 2005 to 2012, the trends have seen informal employment being reduced, but in recent years this sector has been increasing. In 2016, 53.1% of all employed persons were in the informal sector: 54.3% for women; and 52.3% for men. According to the level of education of the workers, participation in this sector drops from 82.2% for people without education, 72.5% with primary education, 50.8% with secondary education and 33.5% with tertiary education. Participation of the young population (15 to 24 years of age) in this sector is 62.4%, compared to 52.5% in persons over 25 years of age (ILO, 2018: 32.33).

Although the definitions of jobs in the informal sector are not equivalent, in the countries of the European Union, by 2016, 14.8% of the employed population was under the category of self-employed. Employment in the informal sector rose to 24.7% for young people (15-24 years old) and 13.4% for those over 25 (ILO, 2018: 40.41).

According to ILO data for 2016, in Northern, Southern and Western Europe, the employment rate in the informal sector was 14.3%: 13.2% for women and 15.3% for men. Similarly, participation here decreases according to the educational levels of people, being 32.3% for those without education, 27.6% for those with primary education, 15.6% for those with secondary education, and 11.3% for those with tertiary education (ILO, 2018: 40.41).

One of the strategies used by young people to overcome unemployment and precarious, inequitable or informal working conditions is migration. In 2015, 20 per cent of the world's population in this age group were willing to move permanently to another country, –in Latin America and the Caribbean the respective percentage was 38 per cent, followed closely by young people in Eastern Europe with 37 per cent (ILO 2017: 3). One of the destinations for migration is often Europe; however, figures indicate that young migrants in Europe are twice as likely to remain unemployed as young Europeans (European Commission, 2016): 15).

The global economic crisis of 2008 caused a large number of European citizens to migrate to Latin America and the Caribbean. The Deputy Director General of the IOM, Laura Thompson, points out that according to IOM's report, which measures the flow of migrants between the two regions for the first time, in 2010, the flow of European people to and from LAC was higher than the flow of migrants from LAC to the EU. In 2012, there were about 181,000 de-

partures from the EU to LAC, compared to 119,000 arrivals from LAC to Europe<sup>3</sup>. According to the International Organisation for Migration (IOM), Spain has been the European country that has sent the most migrants to LAC in recent years, followed by Portugal and France. The European migrant population was often made up of young professionals and university students who either did not find employment opportunities or were dismissed in their countries of origin (IOM, 2015).

According to the data from Global Migration Group (GMG) the participation of young people (15-24 years old) in migration has been slowly decreasing, representing 15 per cent in 1990 and 12 per cent in 2013 of a total migrant population of 232 million people. Disaggregated information is not available for the EU and LAC regions, but is available for large groups of countries according to their level of development. In developing countries, the rate of migration of young people (15-24 years) increased from 17 per cent in 1990 to 14.9 per cent in 2013, while in developed countries it rose from 13.6 per cent in 1990 to 10.3 per cent in 2013 (GMG, 2014. Chapter 1:5). It is possible that, due to the socio-economic problems and political conflicts in various regions of the world, these figures have increased in recent years.

According to World Bank statistics (WB), the participation of women in the total migrant population has remained at around 49%, being 49.5% for the last reported year (2015) out of a total of 243.2 million migrants. Due to the increase in conflicts in several regions of the world, there has been a growing trend of women leaving their countries of origin in recent years in some countries.

For South America, of the 10 million emigrants, women represent 50.9% of the total (UN Women, 2017). According to GMG, women account for 46.5% of the total migrant population aged 15-24 in 2013 (GMG, 2014. Chapter 1: 8).

There are several reasons for the migration of the young population, hence it is difficult to reach definitive conclusions, but there is a perception that is spurred on by the life experiences of the young population in their countries of origin. Most seek a better way of life for themselves and their families. Some young people do so to escape from poverty, violence and high levels of unemployment in their home countries; others to study abroad, to seek family reunification or to marry (GMG, 2014. Chapter 1: 10).

The analysis of the insertion of migrant women by branch of activity shows the segmentation of the labour market linked to gender that favours their insertion in branches that are linked to the functions that are socially valued as typically female. Indeed, migration processes have traditionally reinforced gender roles. On the one hand, women who migrate are inserted into global care chains and, in part, there are situations in which women migrants leave other women who do not migrate with the burden of their children and household care tasks, while new economic cycles are generated by sending “remittances” to their families of origin.

### 3.3. Gender and employment gaps

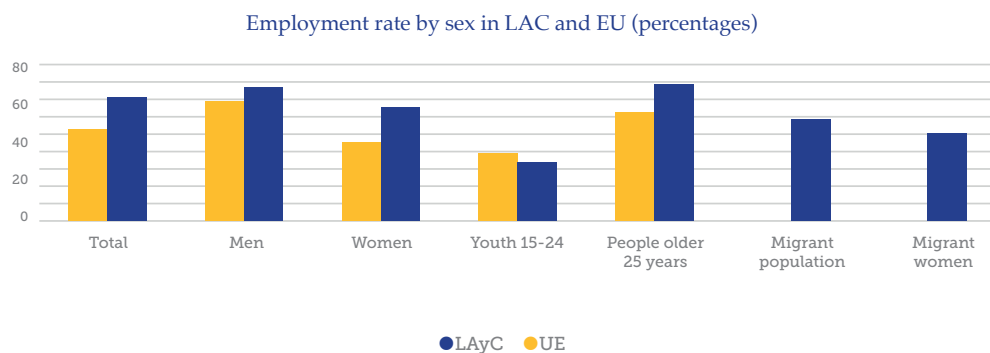
Several elements have influenced the greater participation of women in the labour market over the last 20 years in the world (greater access to education, changes in birth patterns, postponement of the marital stage, pauperization of households, among others).

In Latin America and the Caribbean, women's participation in the labour market increased from 48.1 per cent in 2005 to 49.6 per cent in 2015 and by 2017 it had already surpassed the 50 per cent mark. Despite these advances, the gaps in both participation and employment rates remain at around 25 percentage points with respect to levels for men (ILO, 2017: 39).

In the countries of the European Union, women participation increased from 60% in 2001 to 65.3% in 2016 (98.8 million people aged 20 to 64) vs. 77% for men in both years, with a slight increase in 2008<sup>4</sup>. The participation gap between women and men narrowed from 15.7 per cent in 2008 to 11.2 per cent in 2016.

Looking more closely at labour market indicators, there are also significant disparities in employment and quality between young men and women, which then translate into socio-economic inequalities in adulthood and old age, especially in terms of social protection and the risk of being affected by income poverty. Factors of gender inequality in employment are defined as "The different elements that produce (or reproduce) and explain the inequalities that exist between women and men in accessing, remaining in, promoting and enjoying the same conditions in the labour market" (Cuervo et al, 2012: 10).

Graph No. 8



Source: based on data from ILO statistical compendia, 2017 and European Commission, 2017

In Latin America and the Caribbean, the unemployment rate for women increased from 9.9% in 2016 to 10.4% in 2017, slightly higher than the increase reported for men; from 7.2% to 7.6%.

<sup>4</sup> [http://ec.europa.eu/eurostat/statistics-explained/images/3/39/Employment\\_rate\\_by\\_sex%2C\\_age\\_group\\_20-64%2C\\_1993-2016\\_%28%25%29.png](http://ec.europa.eu/eurostat/statistics-explained/images/3/39/Employment_rate_by_sex%2C_age_group_20-64%2C_1993-2016_%28%25%29.png)



The unemployment rate for women continued to be 1.4 times higher than that of men, maintaining the proportion observed since 2012.

In the European Union, total unemployment in 2016 was 18.7%, with strong contrasts between young people aged 15-24, with 8.5% for men and 17.9% for women.

Comparing the unemployment rates of women between the two regions, it is evident that both the level of unemployment rates and the gap with men is greater in the EU, which could indicate that women in the EU face greater difficulties in accessing employment, even though their participation rate is substantially higher than that of women in Latin America.

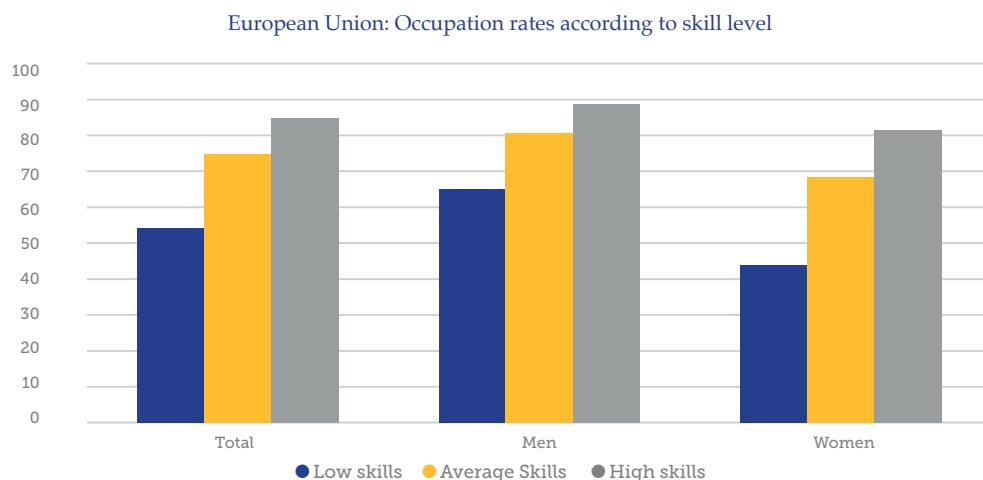
Despite the remarkable progress made in overcoming gender gaps in the education of girls and adolescents over the past two decades, young women –regardless of their level of education– have greater difficulty finding work after completing their education or training (ILO, 2015; UN Women, 2015). This, in turn, implies losses of investment in education itself and in ungenerated income that affect not only women personally but also economies and societies as a whole.

According to information available from the European Union, the level of 83.7% of young graduates who took between 1 and 3 years to find a job in 2008 was reduced to 78.1% in 2014. The employment rate for recent graduates increased to 80% in 2016. While high school graduates continued to be successful in getting a job, the level was lower than that of college graduates, although the difference is not very significant. An interesting fact is that in 2014 and 2015, young people leaving secondary education with vocational training were 10 percentage points more likely to find a job than their peers with general education (European Commission, 2017: 73). This could be an indication of the lack of relevance of educational curricula in secondary schools and universities in relation to the demand from private or government workplaces.

In Latin America and the Caribbean, the employment rate by educational level shows that the employed population is mainly made up of those with primary (1 to 6 years) and secondary (7 and 12 years) education. A significant growth is observed in the population with more than 13 years of education, but its participation is little more than 21 percent in 2017. This reflects the low overall educational level of the working population, which could be a factor in the region's precarious working conditions.

A different situation can be observed in the European Union data for 2016. Since the same information as that reported by ILO is not available, the population is classified according to skill level. In Graph No. 9, however, two elements stand out: on the one hand, there is a greater participation of men with low levels of skills and on the other hand, in terms of high skills and abilities, the participation of women is at a level very close to that of men. Given these elements, the question then arises as to why, when women are in the labour market, they earn less than men. We will go back to this point later.

Graph No. 9



Source: Prepared by the authors using data from the Statistical Annex of the European Commission, 2017 (page 166)

### Factors underlying gender gaps in the labour market

Many factors continue to hinder young women's equal access to employment and economic empowerment, which are detailed below.

#### (a) Occupational segregation

Because of prevailing social norms and gender stereotypes, young women tend to choose education and are more likely to find jobs in lower-paying segments such as education, health, low-value manufacturing, or services (e.g., trade, customer service, administrative support and to a lesser extent in agriculture, etc.).

According to ILO, the economic sectors identified as a growing source of youth employment are: financial activities; human health care and social assistance activities; trade; hotels and restaurants; and the transport, storage, information and communications sector. Financial intermediation is booming in developing countries, while in developed countries it is the health services that are taking in more and more young workers. The transport, storage, information and communications sector, as well as trade and hotels and restaurants take in young workers worldwide. Employment in the manufacturing sector has declined in most regions ILO (2017:3).

By 2016, the European Union reported a male self-employment rate of 18.5%, higher than that of 10.3% for women. But in the same year, part-time work for men was 8.8%, compared to 31.9% for women. Female unemployment in 2016 was 8.7%; for young women aged 15 to 24 it was 17.9%.

As for the participation of the working population by economic sector, in the European Union, there were no major changes in the participation of women and men between 2006 and 2014. In this region, the high and growing participation of women in the service sector, the reduction in the industrial sector and, to a lesser extent, in agriculture, where women have a very low participation, is particularly noteworthy.

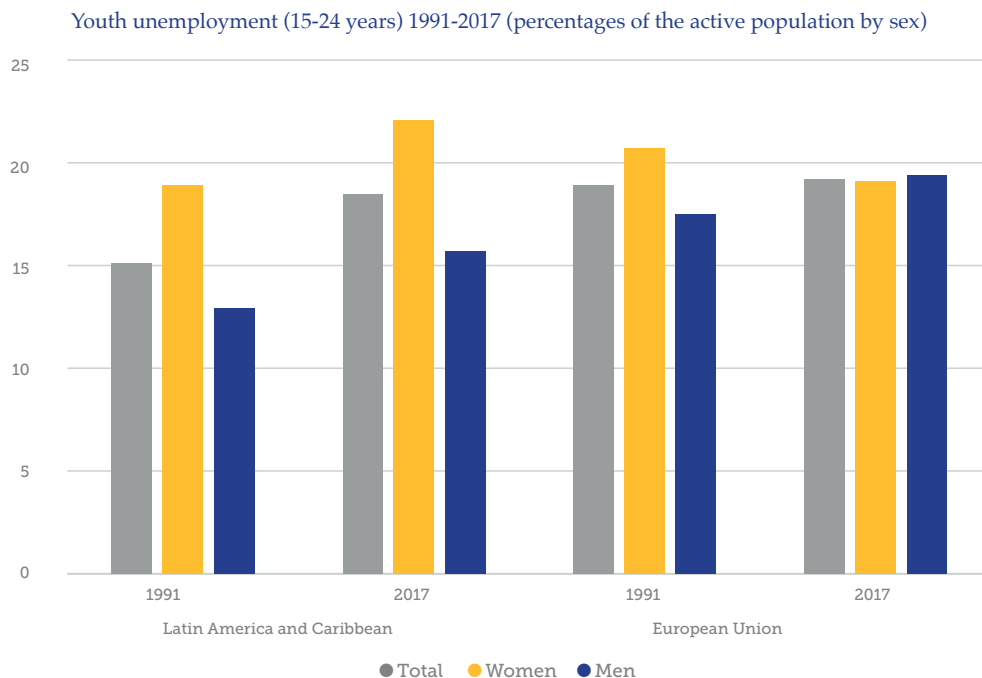
In Latin America and the Caribbean, from 2005-2015, women employment as wage earners experienced some change. Private sector employment increased from 56% to 61% in those years respectively, public sector employment fell from 22.3% to 21.6% and domestic work from 21.9% to 17.5% (ILO, 2017:78). From the point of view of economic activities, there are no significant changes in women's participation, given that the sectors that continue to take in the majority of the female labour force are services and trade, followed by manufacturing and the agricultural sector.

#### **(b) Transition from education to first job**

The transition period between the education system and the labour market is usually longer for young women than for young men.

By 2017, the labour market participation of young women (15-24 years old) in Latin America and the Caribbean was 31.3%, compared to 48.2% of young men in the same age range (World Bank, 2018). With regard to unemployment, young women in both regions have higher unemployment rates than men.

Graph No. 10



Source: Own elaboration with data taken from:

[https://datos.bancomundial.org/indicador/SL.UEM.1524.ZS\(total\)](https://datos.bancomundial.org/indicador/SL.UEM.1524.ZS(total))

[https://datos.bancomundial.org/indicador/SL.UEM.1524.MA.ZS\(men\)](https://datos.bancomundial.org/indicador/SL.UEM.1524.MA.ZS(men))

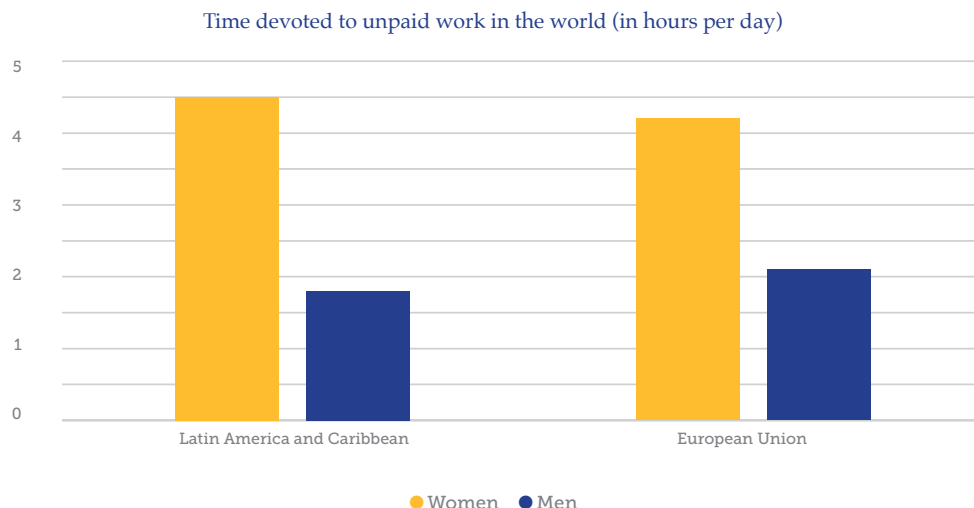
[https://datos.bancomundial.org/indicador/SL.UEM.1524.FE.NE.ZS\(women\)](https://datos.bancomundial.org/indicador/SL.UEM.1524.FE.NE.ZS(women))

The long-term trend (1991-2017) is towards greater exclusion from the labour market for women in Latin America and the Caribbean and the European Union, and to a lesser extent for young men.

### (c) Distribution of care and domestic work

Women spend more time on family and unpaid domestic work, which means less time spent on education and economic opportunities than men. Combining paid and unpaid working time, known as the total workload, women tend to work more hours per day than men.

Graph No. 11



Source: prepared with data retrieved from:

<http://www.gloobal.net/iepala/gloobal/fichas/ficha.php?entidad=Textos&id=6668&opcion=documento>

Since the Beijing World Conference on Women (1995), governments have agreed to make efforts to account for women's unpaid work. In this regard, instruments such as time-use surveys have been developed to quantify the hours spent by women and men on both paid and unpaid activities in the care economy. Since this instrument is not applicable and monitored in all countries, it is not possible to report regional data.

Some specific studies were carried out in some Latin American and Caribbean countries and in the European Union. These include the Economic Commission for Latin America and the Caribbean (ECLAC), which periodically systematises the data from the surveys conducted by the countries of the region and whose results are shown below.

Graph No. 12

Latin America (14 countries): Average time spent in paid and unpaid work of the population aged 15 and over, by sex, by country, latest available period (Average number of hours per week)

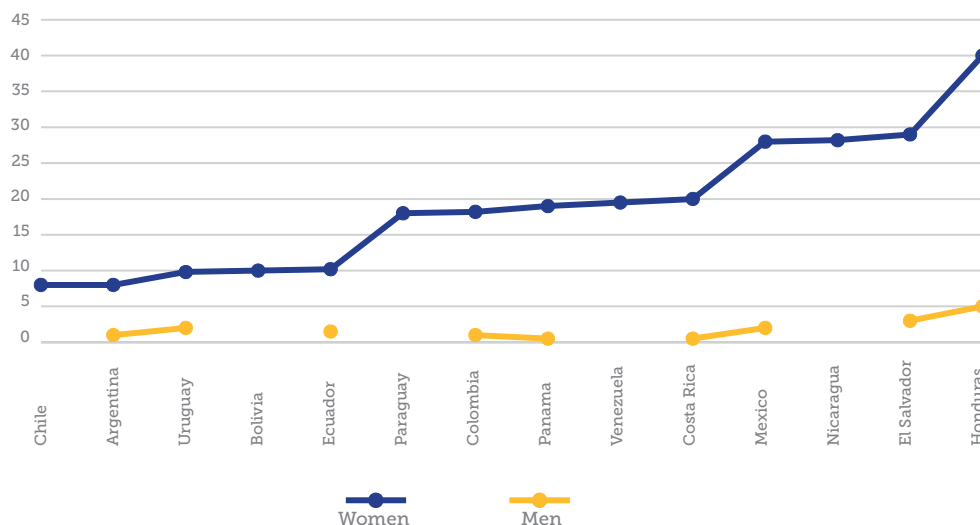


Source: ECLAC, 2018 Gender Observatory. Retrieved from:  
<https://oig.cepal.org/es/autonomias/autonomia-economica>

The information on the participation of young people by sex in unpaid work is not up to date, nor is it available for both regions. The following graph shows information on young people between the ages of 15 and 19 for some of the Latin American countries. While sex-disaggregated information is not available, it is clear that most of this work is done by young women of that age.

Graph No. 13

Latin America (14 countries) type of most frequent activities of 15-19 year olds.  
National totals close to 2002 (percentages)



Source: taken from: <http://www.gloobal.net/icpala/gloobal/fichas/ficha.php?entidad=Imagenes&id=2688>

Time use surveys also provide data that are processed and allow for macro-level estimates of household satellite accounts, the results of which can be related to the gross domestic product of each country. This makes it possible to shine the light on the value of unpaid work and care work performed by women as a result of the sexual division of labour that prevails in all countries of both regions. María de los Ángeles Durán H. cites that in a 2004 study by Schneider and Klinglmair, they estimated that the value of the economy not accounted for in the GDP of the countries for the OECD was 18%. For Latin America (17 countries), 41%, with estimates ranging from 25% for Argentina, Bolivia with 67%, Panama with 64%, Peru with 60% and Chile with 20% (Durán H., 2012:58).

The importance of knowing how much time women devote to unpaid work and what this means in economic terms in the country helps to understand the importance of considering the elements on which young women depend in order to have successful professional careers or to be in the labour market without guilt or limited feelings because they must assume responsibility for social reproduction.

As society as a whole (national and local governments, the private sector, communities and families themselves) become aware of the obstacles young women face in order to participate in the labour market under the same conditions as men, there will then be opportunities to design measures and policies that take into account the problems they face and help to lift gender stigma and stereotypes about the roles that women in general and young women in particular must play. Labour market participation of women with young children depends to

a large extent on their having access to childcare in the European Union, particularly when women have children under the age of 3 (European Commission, 2017: 92).

The implementation of affirmative actions of co-responsibility is a means to promote the development of young women's capacities so that they may have a better quality of life, and at the same time contribute to sustainable human development in their countries.

#### **(d) Form of employment**

The scarcity of decent employment provision –understood as a labour context in which the fundamental rights of the working population are respected, including safe and healthy working conditions, respect for recruitment, promotion, vocational training, reasonable limitation of working hours, the right to form and join trade unions, social security, and remuneration that enables workers to live and secure the lives of their families– means that many women have to work in informal, insecure and poor quality jobs.

Informal employment affects some 130 million workers in Latin America and the Caribbean, of whom at least 27 million (21%) are young people. Its extent varies among the countries of the region (from 30.7% in Costa Rica to 73.6% in Guatemala), and among sectors and population groups (World Economic Forum, 2018).

In 2016, employment in the informal sector (including self-employment, employers, domestic work, auxiliary family work and others) was 27.7%, with 22.6% for women and 30.3% for men. In both cases there is a growing trend, but slower than in 2011 (ILO, 2017. Statistical annex: 134).

Methodologies for measuring employment in the informal sector differ between the EU and LAC. Self-employment in the European Union could be assimilated to informal work. According to the data of the Statistical Annex of the European Commission 2017, in the last 10 years, the employment structure of men and women in this employment category has not changed significantly. By 2016, the overall rate of self-employment was 14.8%, with 18.5% for men and 10.3% for women. The proportion of self-employment among the working population increases with age. While among the working population under 30 years of age, 10% were in self-employment; this indicator rises to over 40% when the population reaches the age of 65 (European Commission, 2017:150).

#### **(e) Pay gap**

The importance of assessing and analysing the pay gap between women and men throughout their working lives lies in the fact that it is one of the most significant factors in discrimination against women. Indeed, for the same or equivalent work, men tend to receive higher incomes than women. As mentioned above, women spend fewer hours in paid work and are more likely to work in part-time jobs. Most leadership and management positions –involving higher incomes– are still held by men.

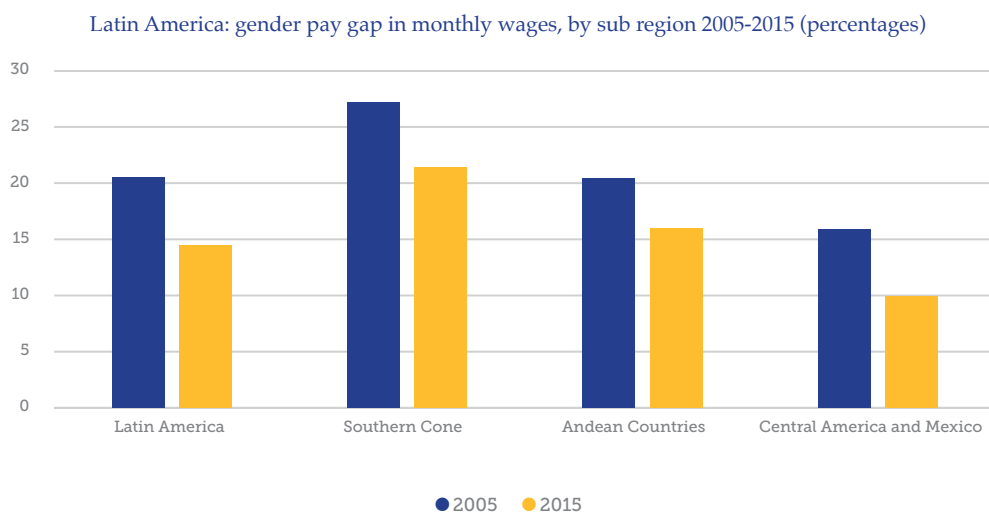
According to information provided to Agencia EFE (20/1/2018) by UN Women's Director Anuradha Seth, the gender gap in the global labour market is 23%. "The pay gap cannot be



explained by one or two causes, but by the accumulation of numerous factors including the undervaluation of women's work, their unpaid work in the home, their lower participation in the labour market, the type of jobs they take up and discrimination" (Seth, 2018).

In Latin America, the monthly pay gap narrowed from about 20.5% to 14.5% between 2005 and 2015. For ECLAC, the reduction in the gap between women and men's wages between 1990 and 2014 represents a step towards equal pay for women and men in Latin America. The greatest decrease in the gap (19.7 percentage points) was observed in the group of women with the lowest level of education (with 0 to 5 years of education). This is due to two factors. First, there are the legislative advances in the countries of the region, which regulate and formalise paid domestic work by establishing minimum hourly wage amounts and maximum working hours. Secondly, the increase in minimum wages and their use in several countries to homogenise and boost the incomes of unskilled workers. In the case of women with the highest level of education (13 years and more of education), the gap decreased by 9.3 percentage points. The incorporation of women in areas such as science and technology, telecommunications and large companies may be contributing to improving the situation, even without generating equality. However, the pay gap between women and men shows that women's investment in education and vocational training is not linear to the income of men with the same training (ECLAC, 2016).

Graph No. 14

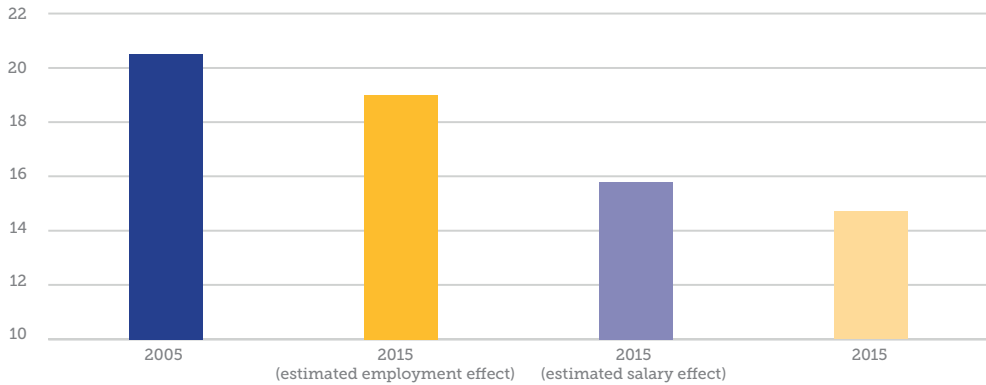


Source: ILO (2017: 76)

The breakdown of the pay gap in Latin America by ILO, 2017, indicates that, on average, a smaller part of the reduction in the pay gap is due to changes in the structure of employment. Of the gender gap per month, three-quarters of the improvement in the gap is due to wage growth and one-quarter to changes in the composition of female employment (ILO, 2017:79), mainly due to the increase in women in the private sector and their decrease in domestic work.

Graph No. 15

Latin America: Decomposition of the gender pay gap into monthly wages. 2005-2015 (percentages)



Source: ILO, 2017:79

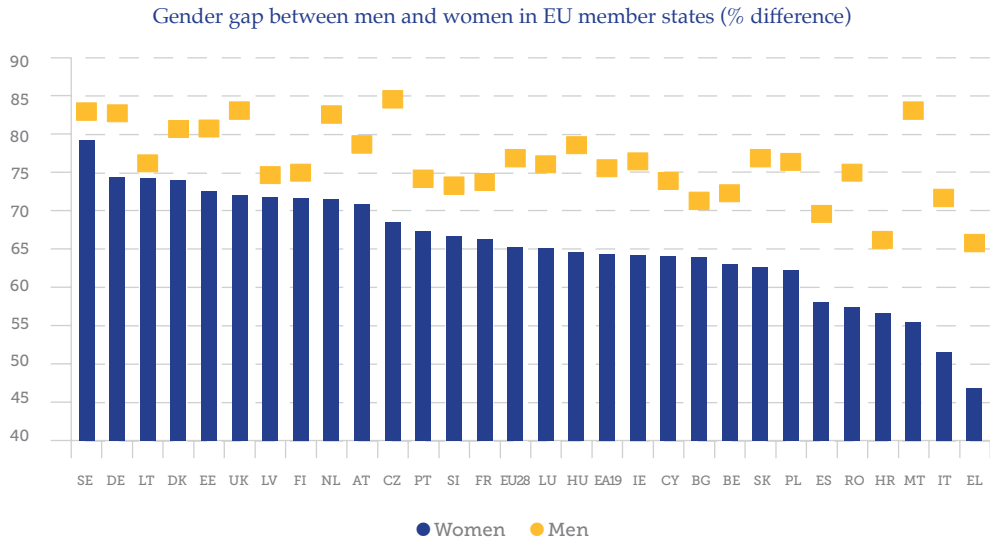
It should be noted that the ILO calculation does not take into account individual characteristics that may contribute to the pay gap, nor does it take into account factors resulting from gender stereotypes and stigma that punish women (lower income from the same work), which are often reflected in the glass<sup>5</sup> ceiling or sticky floor<sup>6</sup>.

In the European Union, the gender income gap persists. The average hourly income of employed men exceeded that of women by 17.3% in 2008 and 16.3% in 2015. (European Commission, 2017). The gap varies between countries, as can be seen in the following graph.

<sup>5</sup> It is an invisible barrier, difficult to break through, that describes a specific moment in a woman's professional career, in which, instead of growing up because of her preparation and experience, she stagnates within a work structure, trade or sector. In many cases, it coincides with the stage of her life when she decides to become a mother. This is not a legal obstacle but a widespread prejudice that prevents women from accessing positions of responsibility, receiving a salary and achieving a category similar to that of a man in the same role.

<sup>6</sup> It refers to the difficulties women face in developing their professional life due to the care and family life tasks assigned by [patriarchy](#). There is a lot of pressure within the couple, in the family and in society that presents women as the main caregivers, which often limits them to develop their economic activities and, therefore, inhibits their possibilities of professional and economic growth. This concept is related to the ["balance" of work in and out of the home](#).

Graph No. 16



Source. European Commission. 2017:34

The pay gap between men and women generally widens with age, especially when women have children. The latest estimates suggest that with each birth, women lose an average of 4 per cent of their wages to men, while fathers' incomes increase by around 6 per cent. Hence, a large part of the problem is the unpaid family work that women continue to do disproportionately (Seth, 2018).

There are some initiatives in certain countries of the European Union that deserve to be highlighted as good practices to help close the gender pay gap. In Great Britain, after 8 years of the Equality Act, data on the gender gap in the private and public sectors were available in April 2018. This is unprecedented in the world and makes the country the first to make public the information on companies (with 250 employees or more) that by law must report their gender income gap.

The data reveal that 80 per cent of the 10,016 public sector enterprises and agencies that reported information, based on median hourly earnings, are granting higher incomes to men than women (Kommenda et al, 2018).

According to economic sectors, construction is where the largest gap is reported (25%) followed by the financial sector (22%). Contrary to expectations, in the education sector where women with university education predominate, the gap is at (20%).

The fact that women are overqualified, as mentioned above, also explains the pay gap with men. According to the records for the EU countries, from 1995 to 1999, young women (25-39 years old) had managed to improve their labour market insertion according to the levels of training and skills acquired. In the EU, in 1995, women were less over-qualified than men in the

25-39-age range, but with a much higher score, women in the 40-64-age range in the EU (15). Starting in 1999, the gap was reversed for young women and in 2004 for young women and adults as well. However, from this last year until 2016, the gap for over qualification of women increased, both for young and adult women in the EU (28) (European Commission, 2017:75).

It was not possible to access information on pay gaps for young women in both regions. In Latin America, a study conducted in 4 countries shows that there is no common pattern. In the case of Costa Rica and Mexico, the gap is negative among the youngest and becomes positive among the oldest age groups. In contrast, in Peru and Uruguay the gap is positive among the youngest, decreasing between the middle ages and rising again among older workers. It is important to note that the pattern of Peru and Uruguay has also been found in industrialised countries, especially in the context of European countries (ILO, 2018:11).

ILO concludes that the youngest working population is often paid less than the rest of the working population. To a large extent, this could be explained by differences in experience and seniority. A comparative analysis of gender wage inequality among age groups based on the weighted average of 22 European countries shows that the gender gap is present from an early age in labour market participation, but is greatest for workers aged 40 and over. In Europe, on average, male employees aged 19 and under earn about 10 per cent more than male employees in the same age group (ILO, 2017:88).

#### **(f) Social protection**

Compared to men, women have lower coverage in social protection systems. This can be explained by a number of reasons: women's unpaid work lacks social security, women earn less than men, and they are affected by career and/or work breaks due to maternity and care periods (European Commission, 2016; UN Women, 2015; ILO, 2015). This is also reflected in the inequality in pensions between women and men.

Globally, the percentage of women over the age of retirement who receive a pension is, on average, 10.6 percentage points lower than that of men. Almost 65 per cent of people over the age of retirement who do not receive any regular pension are women. This means that 200 million older women live without regular income from social protection (old-age or survivors' pension), compared to 115 million men (ILO, 2016).

In the European Union, the average age for people to retire has recently stopped growing. The average number of years for retirement increased 7 years since 1970 among the countries of the OECD. This is the result of a long-term decrease in the effective exit age from the labour force and increased longevity. The length of working life has increased, especially for women. However, women in the EU have fewer cumulative years compared to men (32.8 years compared to 37.9 years), which has a negative impact on their pension benefits (European Commission, 2017: 116).

Social coverage is an important element in the effectiveness of social protection systems in the countries of the European region. These policies also include special programmes according to the target populations. Thus, among young people, the poor and unemployed, the benefits of individual social coverage have increased over time and remain higher among the elderly.

Unemployment benefits are most common among the poor and unemployed, followed by disability, sickness and education benefits. As was to be expected, the latter have greater coverage for the young and unemployed among the elderly (European Commission, 2017: 89).

Within the European Union, coverage and types of benefits vary from country to country, and in the Nordic countries (Denmark, Finland, Sweden) and Germany, more than 60% of the poor and unemployed youth receive at least one individual benefit. While it is less than 20% in Mediterranean countries (Greece, Portugal, Italy and some Eastern European countries). Unemployment benefits are more common among countries in the region. (European Commission, 2017: 89). On the other hand, the deterioration observed in the labour market has impacts on employment, wages and thus on social security income. Public spending on social security increased very slightly from 28.6% in 2010 to 29.0% in 2015 (Eurostat Newsrelease, 2017:1).

The young generations, being inserted in the labour market in conditions of high vulnerability, do not have access to social security systems. This situation and the fact that young people have increasing financial responsibilities in their households to contribute to their income, affects behavioural changes in their lives, as they postpone their independence and the formation of households, prolonging their co-residence with their parents (particularly in southern and eastern European countries) (European Commission, 2017: 103).

In Latin America and the Caribbean, health insurance coverage increased in 2016 in both urban and rural areas, although at a lower rate than in 2015. Coverage in urban areas increased from 62.7% in 2014 to 63.3% in 2015 and 63.5% in 2016. In rural areas, coverage was 38.4% in 2014, 38.9% in 2015 and 39.1% in 2016. In part, these improvements could be due to the implementation of non-contributory coverage programmes, in addition to the contributions directly linked to labour market insertion (ILO, 2017:46).

In summary, the trends observed so far suggest that changes in the labour market are having a greater impact on the young population.

In the European Union, young people are twice as likely to be in temporary work as older age groups, and this gap has widened since the early 2000s. Much of the observed increase in part-time work is unintentional, with more than one in three of today's youngest part-time workers taking these jobs because they were unable to find full-time work.

Latin America and the Caribbean report youth unemployment rates (15-24 years) of 19.5%, compared with 6.5% of the population aged 25 and over. In the region of the European Union the total unemployment rate was 8.5% in 2016, with 18.7% for the young population (15-24 years old) and 17.9% for women.

Other indicators of employment quality, both in the EU and in LAC, such as unregistered employment, have been increasing in recent years, implying higher levels of social deprivation for young people participating in the labour market.

In both regions, the presence of young people who drop out of school to enter the labour market in precarious conditions is a brake on personal development and the reduction of poverty in their homes.

From the perspective of the factors that explain the inequalities in the labour market of young women, the following stand out: more time in the transition from study to paid work, pay gaps explained by years of experience, but also by the gender biases that persist in the labour market. No major changes are observed in relation to occupational segregation, although improvements in the participation of young women are beginning to be observed when they acquire greater knowledge in the field of technology and undertake studies in STEM.

## PART TWO

### 4. SEEKING A WAY TO FIND ROUTES TO HELP MEET THE CHALLENGES PRESENTED BY THE CONTEXT IN THE EU AND IN LAC

Successful initiatives that have achieved effective and sustained changes in the state of affairs and that meet certain established and identifiable criteria or standards are considered good practices. Good practices in social processes are based on the changes achieved in the capacities of the individuals or social groups that have been part of the initiative in question (EU-LAC Foundation and EUROsociAL Programme, 2017:6). This approach is closely related to what the theory of change proposes. Theory of change is understood as the “process of analysing a situation that needs to be modified in order to achieve a positive change”. This approach to understanding and intervening in reality starts from a Vision of Success (Long-Term Change, Target Image, or Macro Change) and identifies a set of primary, secondary, tertiary, etc. outcomes. (All of them “each other’s” preconditions) that articulates the desired long-term change (Ortiz A. and Rivero G. (2007:1).

Innovative practices are considered to be those aimed at transforming the usual way of solving situations that can be improved, which entails new ways of thinking and acting when it comes to solving problems, and leads to changes with additional benefits. With the development of information and communication technologies, innovation has been associated with the use of these technologies, however, innovative methods in processes of social change can be achieved by modifying the approach or ways of thinking of the actors involved (EU-LAC Foundation and EUROsociAL Programme, 2017:6).

Specifically, the ventures are aimed at creating wealth in an efficient way, testing new production methods and practices, and stem from the willingness of economic actors to take risks with new ways of acting. Entrepreneurial initiatives are considered to be those that have managed to reform a pattern of production of a good or service by means of inventions or innovations (EU-LAC Foundation and EUROsociAL Programme, 2017:7).

From an inclusive perspective, good practices promote actions aimed at addressing the root causes of inequality between women and men, and the unequal power relations. In short, it is a question of identifying the factors that generate gender gaps and the elements that favour overcoming them in specific contexts.

Within this framework, the purpose of this document is to present the methodological process that was carried out to analyse 28 experiences that responded to the call of the EU-LAC Foundation and the EUROsociAL+ Programme, and the identification of 10 inspiring experiences that, due to their objectives, methodological processes and results, are a reference point for promoting actions and policies that favour the inclusion of young women in the European Union and Latin America and the Caribbean in the labour market under decent employment conditions, and enabling them to achieve better standards and quality of life.

#### 4.1. Methodological process resulting from the EU-LAC and EUROsociAL+ Foundation call

In order to identify practices and innovations in different types of initiatives (programmes, projects and policies) that promote the labour inclusion of young women under a rights and gender perspective, the analysis was oriented to identify in these practices, the processes carried out and the tools used by the executing actors to contribute to lifting the obstacles faced by young women and that put them in a situation of vulnerability. Obstacles are considered to be all those that prevent the effective transit of people to labour inclusion with the recognition of labour rights, particularly considering the gender discrimination and inequalities that affect and limit the incorporation of women into the labour market under the same conditions as men, from the beginning of their working lives.

Within this framework, the process developed for the analysis of the practices received, consisted of reviewing the steps for their implementation, taking into account the actions that support young women in the development of their employability capacities and, at the same time, that the actors directly involved in the initiative, and other actors in the field where it is carried out, have a greater awareness and willingness to recognise and orient actions towards equal rights for women and men, including the rights of specific collectives.

The practices were reviewed in five phases. In the first phase, an analysis and summary of the information received from the organisations that responded to the call from the EU-LAC Foundation and the EUROsociAL+ Programme and two additional practices was carried out, with the aim of providing a first overview of the issues and their relevance to the call, as well as the quality of the presentations and the consistency between the objectives and the results achieved. From that first review, gaps in information were identified and filled with additional documentation provided by the organisations. In the final part of this phase, and after the overall analysis of all the initiatives, a scheme was structured around the key criteria, with their corresponding scores, to identify experiences with elements that make them innovative and replicable.

In the second phase, a synthesis document was prepared on the 28 experiences with the information received and fed back by the participating organisations. From the in-depth review of the experiences and the closer dialogue with the organisations, 10 practices were identified whose implementation methodology responded to the main cross-cutting criteria defined in accordance with the conceptual framework established in the second section of the first part of this document.

In the third phase, this document was prepared and includes details of all the practices analysed and a special section dedicated to the 10 practices that, due to their multidimensional approach, were identified to motivate reflection in order to learn about the success factors, replicability conditions and the sustainability of these practices. On the latter, a document was written with the most relevant information that served as a basis for the development of a script for a video clip of each organisation. The latter and the accompaniment of the organisations for the making of the video clip was carried out by an expert in social communication.



In the fourth phase, the videos by the 10 inspiring organisations were recorded and the necessary steps were taken to prepare for a meeting between the participating and convening organisations to be held in September in Mexico.

In the fifth phase, a debate took place between the different actors. On September 12 and 13, 2018 in Mexico City, a meeting was held to create a space for exchange among the participating organisations that will allow them to determine lessons learned in public policies or processes that seek to create conditions for the exercise of young women's labour rights, while also considering unpaid care and domestic work. It is also hoped that this process will encourage the establishment of links between organisations and institutions in the Latin America and the Caribbean and Europe regions and provide input to decision-makers in public policies so that they become more inclusive of the young female population, and address different dimensions that affect the lives of adolescents and young people and that limit their inclusion in the labour market.

The practices were analysed in two stages. The criteria and rationale for each are presented in Annex 1.

## 5. SUMMARY OF THE INITIATIVES ANALYSED ACCORDING TO CALL AREAS OF THE EU-LAC FOUNDATION AND THE EUROSOCIAL+ PROGRAMME

### 5.1. Introduction

As pointed out in the first part of this document, the conditions surrounding young people from different socio-economic backgrounds and realities in Latin America and the Caribbean and in the European Union generate increasingly fluctuating trajectories between education systems, unemployment, work, family work, inactivity and other situations. That is, irregular transitions, where you go and come back from one status to another.

The analysis of the context in LAC and the EU with regard to the inclusion of young people in the labour market highlights the main problems: the gap between education and work, which is more pronounced for women due to gender stereotypes, which in many cases influences young people's educational choices; the volatility of formal employment, which is entered or left depending on economic cycles in each country, but also in the case of women, due to the course of their mainly reproductive life cycle; the precariousness of employment leads on the one hand to slower growth in formal employment and therefore exacerbates the lack of social protection for the working population, which is more pronounced among young people, women, migrants and ethnic groups; the intergenerational and intra-generational digital divide; the lack of access to and control over productive assets; and finally, the lack of policies that address the care and unpaid work done mainly by women from an early age.

Faced with this situation, the call by the EU-LAC Foundation and the EUROsociAL+ Programme to present successful experiences under "Good Practices and Innovations for the Inclusion of Young Women in the World of Work in the European Union, Latin America and the Caribbean" 2017 identifies seven themes or areas of intervention of the practices to be presented:

- Vocational guidance
- Labour insertion in marginal areas
- Specific services for young women
- Promotion of female entrepreneurship
- Processes of formalisation of informal work
- Reconciliation of work and family time
- Experiences in sectors linked to communication technologies

## 5.2. General overview of the practices

Of the total practices received, 82% were from Latin American countries and 18% from Europe. Organisations from 10 countries in Latin America and 4 in Europe participated.

The majority of the initiatives, 19, correspond to non-governmental organisations (68%), 3 initiatives (11%) correspond to governmental institutions, including a town hall. Four practices (14%) correspond to the education sector. One practice was received from the private sector (7%), and another from a political party (7%).

Table No. 1

Summary of practices analysed by country, type of organisation and geographical level

Thematic area	Country	No. of initiatives	Type of organisation	Geographical Scope (Level)
1. Vocational guidance	Argentina	1	NGO	neighbourhood/ community
	Nicaragua	1	NGO	Municipal
	Bolivia	1	NGO	Municipal
	Colombia	2	Town Hall NGO	Municipal and community
	Venezuela	1	Academic	Community
	France	1	NGO	Regional/national
	Brazil	1	Educational centre	National
	Subtotal	8		

Thematic area	Country	No. of initiatives	Type of organisation	Geographical Scope (Level)
2. Labour insertion in marginal areas	Argentina	1	Political Party	neighbourhood/ community
	Ecuador	1	NGO (Association of Craftsmen)	Community/ rural area
	Guatemala	1	NGO (Association of Friends of Peace)	Community
	Italy	1	NGO	Municipal
	Subtotal	4		
3. Promotion of women's entrepreneurship	Mexico	1	NGO	National and State
	Colombia	2	NGO Educational institution	Departmental community
	Nicaragua	1	NGO	Community
	Bolivia	1	NGO	Community and municipal
	Brazil	1	Governmental	Municipal
	Subtotal	6		
4. Processes of formalisation of informal work	Mexico	1	NGO	Municipal
	Colombia	1	Private sector	Departmental
	Ecuador	1	Educational Institution	Departmental
	Subtotal	3		

Thematic area	Country	No. of initiatives	Type of organisation	Geographical Scope (Level)
5. Experiences in sectors linked to technologies	Mexico	1	Government/de-centralised entity	National
	France	1	NGO	National and regional
	Spain	1	NGO (Federation)	National
	Germany	1	NGO	Municipal
	Subtotal	4		
6. Specific services for young women and reconciliation of work and family time	Mexico	1	NGO (National Network)	State/municipal
	Uruguay	1	NGO	Municipal
	Brazil	1	NGO	Community
	Subtotal	3		
Total		28		

It should be noted that, from the review of the documentation submitted and supplemented by the organisations, it is in most cases difficult to classify the practice into a single thematic area. Given that the problems related to the inclusion of young women in the labour market have multidimensional causes, different tools are used to tackle them, which are aimed at different areas. Therefore, the classification presented below is based on the interpretation according to the emphasis of the activities of the initiatives, programmes or projects, as the case may be.

Of the total number of initiatives analysed, eight (28%) focus on vocational guidance, generally associated with the training of technical skills for the production of goods and in sectors that have traditionally been occupied by men for the employment of women in general and some specifically young women. It also highlights some practices that support young people's access to higher education, as well as practices that promote the link between the demand for and supply of decent jobs.

A total of 10 practices (36%) relate to the creation and development of women's capacities for their inclusion in the labour market in communities with high levels of poverty (4) and the development of entrepreneurship (6). These are mainly initiatives that are located in rural areas or urban neighbourhoods in conditions of high poverty. These initiatives offer different types of services for women to develop businesses and eventually achieve better living conditions.

In the area of formalisation of work, 3 practices (11%) were identified that encourage the inclusion of women in the labour market in decent conditions, highlighting research that promotes the exercise of labour rights by a sector of workers who generally do not have access to them, such as women workers in paid domestic services. Other practices promote the inclusion of women and women with disabilities in the formal business sector using corporate social responsibility methodologies.

In the area of experiences in sectors linked to communication technologies, there are 4 practices (14%), whose motivation is to promote the inclusion of women in the world of technologies to develop skills and abilities not only for the management, but also for the use of technologies in the performance of their lives.

In the area of specific services for young women and reconciliation of work and family time, 3 practices were identified (11%). The practices identified are aimed at promoting access to resources for women in areas of very low economic development, women victims of gender-based violence, financial education, life plans and domestic economy.

Below is a brief summary of the initiatives organised in the call areas of the EU Foundation and the EUROsociAL+ Programme.

#### 5.2.1. Vocational guidance

The transition from the education system to the first job held by the young population, particularly women, is influenced by a number of factors. The social norms and gender stereotypes prevalent in most countries of the European Union and Latin America and the Caribbean influence social imaginaries and therefore, specifically, educational content and vocational orientation. In this sense, the contents of curricula, vocational training and qualifications, but also in many cases the choices women make, are permeated by these factors.

Consequently, occupational segregation is an effect of these stereotypes, placing women in work activities that they can and should perform in the order established by the social norms that are also present in the labour market, occupying low-paying segments, in social services (mainly health and education), in trade and in low-value-added production processes.

On the other hand, the gender biased training received by the young population, the social roles attributed to women in social reproduction and the skills required by the dynamic and better paid circuits of the labour market are often objective barriers that hinder the transition from the education system to the first job of the young population, particularly young women.

Table No. 2

Summary of practices related to the topic of vocational guidance

Country	Organisation	Title	Level of intervention	Execution period
Argentina	Mujeres 2000 Civil Association	1.1 Scholarship Programmes for Higher Education and University Insertion "Acceder estudiando"	Neighbourhood 10 in the Districts of Tigre and San Fernando. Province of Buenos Aires	Since 2010
Nicaragua	Association of Women Builders of Condega	1.2 Women's Technical Training School – in non-traditional trades, such as construction	Municipality of Condega and its communities and to a lesser extent students are received from other municipalities in Esteli.	Since 2012
Bolivia	AWB RED HABITAT	1.3 Women Builders – Towards their Political and Economic Empowerment	Municipalities of La Paz and El Alto	First Phase: June/2010 -December/2014. Second Phase: March 2016-February 2019
Brazil	Escola de Você – Your School	1.4 Escola de Você-Your School Empowerment and self-esteem to access the labour market and entrepreneurship	National. From different cities on virtual platforms and on-site	Since 2015
Colombia	Social Welfare Secretariat of the Municipality of Cali	1.5 Training programme for women in polymer injection processing	Municipality of Santiago de Cali	Since 2017

Country	Organisation	Title	Level of intervention	Execution period
Colombia	Amanecer Foundation	1.6 Training as Labour Technicians in Housing Services for women in situations of poverty and vulnerability in the city of Cartagena	Outlying neighbourhoods of Cartagena	2013 and 2017
Venezuela	Prometeo Académico C.A.	1.7 Capacity Building for Young Mothers' Entrepreneurship	Community of 6 August in Villa del Rosario, in the municipality of Rosario de Perija in the State of Zulia	March-December 2018
France	Bas-Rhin Women and Family Rights Information Centre (CIDFF67)	1.8 Network of Ambassadors for Gender Diversity in the Labour and Professional World	National (France). In schools to influence non-traditional gender careers	Since 2015

Most of the practices analysed seek to break with these dynamics, promoting short-term technical training processes, the acquisition of new skills and, in some cases, promoting training to remove stigma in relation to occupations considered to be female or male in order to increase their opportunities for insertion in the labour market in better paid and valued segments.

### 5.2.2. Labour insertion in marginal areas

The precariousness of the labour market experienced in the last decade in countries of both regions, as well as the high rates of unemployment and underemployment of the young population, are characteristic elements of the areas where the levels of poverty and social marginality are higher. The socio-economic situation of the population influences its access to other opportunities, such as nutrition, health and education, and therefore constitutes a disabling element of the population living in territories with high deprivation, which influences a low level of community social fabric, high levels of violence, little or no economic dynamism, all of which prevents it from breaking the vicious circle of poverty.



The practices analysed aim to address the structural causes that underlie the high levels of poverty by contributing to the access of the population of some territories to basic needs, but also to provide women in conditions of high poverty, mostly in rural areas, with tools to generate income and begin to move along the path of autonomy. In particular, it highlights an initiative aimed at strengthening the capacities of migrant women so that they cease to be excluded from the opportunities offered by the environment in which they live.

**Table No. 3**

Summary of practices related to the issue of labour insertion in marginal areas

Country	Organisation	Title	Level of intervention	Execution period
Argentina	Citizen Participation Party from Misiones (CPP)	2.1 Programme to support educational completion and labour inclusion of young people and mothers from vulnerable neighbourhoods in the municipalities of Posadas and Garupá (Misiones, Argentina)	Santa Clara II and Prosol I Neighbourhoods, peripheral marginal area of the Municipalities of Posadas and Garupá, Province of Misiones	Since 2009
Ecuador	Association for the Social Development of Craftsmen "TEXAL"	2.2 Work Insertion Program for Craftswomen of the Association for the Social Development of Craftswomen in Salinas. Ecuador	Regional. 3 Rural parishes of Guaranda Canton, Bolívar Providence	Since 2017
Guatemala	Association of Friends of Peace	2.3 Community Savings with Women, Youth, and Children	Local. 11 rural communities in the municipality of San Pedro Carcha Alta Verapaz. Guatemala	December 2015 to July 2016
Italy	Associazione alma tierra-centro interculturale alma mater; Ejecutor Gruppo accoglienza	2.4 Guidance and support for the economic autonomy of migrant women	Piemonte-Italy	1993-2018

### 5.2.3. Promotion of women's entrepreneurship

When women participate in the labour market, they have a high presence in the informal sector and in businesses with little economic dynamism or survival, although their activity is vital for their families and their monetary and non-monetary contribution cannot be underestimated.

The practices analysed provide elements to generate conditions and capacities in women that help them to scale up the type and level of business they undertake, but more importantly, they also develop gender awareness individually and in groups, which contributes to the beginning of their empowerment process for independent decision making and become actors in their own life projects and in the development of their communities.

Table No. 4

Summary of practices related to the issue of women's entrepreneurship

Country	Organisation	Title	Level of intervention	Execution period
Mexico	Crea Comunidades de Emprendedores Sociales A.C.	3.1 Building skills, building women entrepreneurs: Comprehensive business training for women entrepreneurs	National: 11 states in Mexico Aguascalientes. Mexico City, Toluca, Tlanepantla, Pachuca, Puebla, Morelos, Queretaro, San Jana del Rio. Acapulco and Chilpancingo, Mérida, Torreón and Guanajuato	First phase 2008, after evaluation in 2013 the programme is reformulated
Colombia	Corporation for Community Social Development-CS-DC-NGO	3.2 Uniting voices, weaving together hope	Three departments – 9 municipalities. Department of Córdoba (Montería, Tiera, Valencia, Montelibano), Department of Atlántico (Barranquilla, Soledad), Department of Bolívar (El Carmen de Bolívar, San Jacinto, San Juan Nepomuceno)	2016 -2018

Country	Organisation	Title	Level of intervention	Execution period
Colombia	Campoalegre Ethno-educational Technical Agro-environmental Institution	3.3 Strengthening of agricultural and environmental practices in the creation of microenterprises for the economic support of the student	Huellas Caloto indigenous reservation and 33 adjacent trails.	2008-2018
Nicaragua	Entre Mujeres Foundation - EMF	3.4 Inclusion of young feminist peasant women in the labour market in the department of Estelí, Nicaragua.	Territorial 12 rural communities in 4 municipalities in the department of Estelí: Pueblo Nuevo, Condega, Estelí and San Juan de Limay.	2008 to 2017
Bolivia	Levántate Mujer NGO	3.5 Economic inclusion of women in Oruro, Sucre and El Alto from the Levántate Mujer Foundation	Location: Oruro, Municipality of Machacamarca, Municipality of Toledo, Sucre and El Alto.	July 2015- June 2018
Brazil	Federal District Government State Secretariat for Labour, Social Development and Policy for Women, Racial Equality and Human Rights; Under-Secretary for Racial Equality	3.6 Afro-entrepreneur programme.	Location: Areas with high prevalence of black people and/or low Human Development Index (HDI) Brasilia metropolitan area.	Since 2015

#### 5.2.4. Processes of formalisation of informal work

In response to the high presence of women in the informal sector and in order to promote their access to the labour market under decent employment conditions, a concept coined by the ILO has four elements: employment, social protection, workers' rights and social dialogue (Dharam GHAI, 2003:1)<sup>7</sup>, the practices analysed point to the incorporation of women in the business sector as workers with the guarantee of all labour rights, supporting actions under the logic of corporate social responsibility.

Table No. 5

Summary of practices related to the formalisation of informal work

Country	Organisation	Title	Level of intervention	Execution period
Mexico	Inclúyeme Foundation	4.1 Experiences of Inclúyeme Foundation, PAI in the inclusion of women with disabilities	Location. Mexico City and Nuevo Leon	Since 2012
Colombia	Colombian Hispanic Chamber of Commerce	4.2 Best practices in gender equality management in Colombia in business and organisational settings	60 CACC companies in 32 departments	2017-2018
Ecuador	Educational Research Institution	4.3 Labour inclusion of domestic workers and compliance with social security affiliation	Departmental/ Guayaquil	2014

<sup>7</sup> Employment encompasses all kinds of work and has both quantitative and qualitative aspects. Thus, the idea of "decent work" is valid for workers in the regular economy as well as for workers in the informal economy, the self-employed and homeworkers. The idea includes the existence of sufficient employment (opportunities for work), remuneration (in cash and in kind), safety at work and healthy working conditions. Social security and income security are also essential elements, even though they depend on the capacity and level of development of each society. The other two components are aimed at strengthening workers' social relations: fundamental labour rights (freedom of association and eradication of discrimination in employment, forced labour and child labour) and social dialogue, where workers exercise the right to express their views, defend their interests and enter into negotiations with employers and authorities on matters relating to employment.

5.2.5. Experiences in sectors linked to communication technologies

Technological progress and the challenges posed by globalisation are factors that have increasingly driven the use of the Internet in society. The young population between 16 and 24 years of age has no major differences in access between women and men, except in rural areas or isolated communities in Latin America and the Caribbean, but as the age of the population increases, an intergenerational gap occurs.

Women are increasingly taking advantage of information and communication technologies (ICTs) in all spheres of life, but at the same time, there is a “digital gender gap” which is reflected not so much in the fewer number of women using ICTs, but in a difference in content and reasons for using the Internet and in the lower level of professionalisation of technological skills among young women. Cecilia Castaño points out that the gender gap is related to the low proportion of women working as computer professionals, *“the most serious thing is that these gender differences in the computer professions do not seem to tend to narrow in the future, as they are most acute among the youngest (under 40)”* (Cecilia Castaño, 2014:221).

The study conducted by researchers at the University of Melbourne (Australia) indicates that “the gender gap for women who research and work in the so-called STEM (Science, Technology, Engineering and Mathematics) disciplines, particularly surgery, computer science, physics and mathematics, will not close this century if the current slow rate of improvement persists and reforms are not carried out” (El Nuevo Diario, 2018).

The government and civil society practices analysed explicitly aim at the promotion and incorporation of women (girls and young women) in educational processes that provide them with basic computer and computer tools and the mastery of scientific careers and engineering to promote their inclusion in work environments that require the use of computer systems in some cases of high sophistication. Particularly noteworthy are public policies promoting the inclusion of women who have broken with the above-mentioned paradigms in terms of their training in STEM, and promoting their inclusion in positions appropriate to their knowledge and the beginning of their professional careers.

Table No. 6

Summary of information technology practices

Country	Organisation	Title	Level of intervention	Execution period
Mexico	Federal Institute of Telecommunications. Professional Service System	5.1 Talent Seedbed of the Federal Institute of Telecommunications.	National	Since 2015

Country	Organisation	Title	Level of intervention	Execution period
France	BECOMTECH (formerly Wifilles)	5.2 JUMP IN TECH Programme, an Introduction to the Technical Professions of Computer Science for Adolescent Women	National and regional: Paris region, Rhône-Alpes, Marseille	2014-2017
Spain	Young Women's Federation	5.3 Programme for the Social and Labour Integration of Young Women: Training in "Digital Competences for Young Women"	National for young women living in Spain. -almost all virtual	2014 to December 2018
Germany	FrauenComputer-ZentrumBerlin e.V. (FCZB)	5.4 Knowledge of information technology for women returning to work after childcare leave)-FCZB	Berlin	2016-2018

#### 5.2.6. Specific services for young women and reconciliation of work and family time

There is widespread recognition worldwide that the gender roles socially assigned to women make them responsible for unpaid domestic and care work, which implies an overload of work that translates into physical and mental burnout and exposes them to situations of stress, fatigue and low energy. On the other hand, social tolerance towards violence against women and girls is a mechanism that aims to maintain this division of labour and affects them doubly. Both the overload of unpaid work and violence in the private and work environment become obstacles for women to advance in their professional careers and to enter the labour market in positions with responsibilities according to their abilities. On the other hand, since institutions and the owners of the means of production (entrepreneurs) do not take into account the obstacles faced by women, it is even more difficult for women to overcome the obstacles that prevent them from entering a process of social mobility.

Some of the practices aim to generate gender awareness among young and adult women, which is a key element for women to take control of their own lives (empowerment).

What is innovative about these initiatives is that they also work on specific areas of work that allow women who receive services (the beneficiary population) to generate their own income in order to achieve economic autonomy in the first instance, an element that in many cases helps women to put a stop to the cycle of violence.

Table No. 7

Summary of practices related to access to specific services for young women

Country	Organisation	Title	Level of intervention	Execution period
Mexico	National Shelter Network (NGO)	6.1 Alas de Mariposas: Network of women promoters of empowerment and economic self-management through the full exercise of their rights	State/Municipal: Aguascalientes, Baja California Coahuila, Chipas, Chihuahua, Distrito Federal Hidalgo, Michoacán, Morelos Nayarit, Sinaloa, Quintana Roo and Tlaxcala	2016-2017
Uruguay	Centre for the Promotion of Human Dignity (CPHD)	6.2 Center for Integral Development for Employment	Location: Montevideo. Other departments (Canelones, San José, Maldonado, Paysandú)	1998-2017
Brazil	Young Men Christian Association of Rio Grande do Sul	6.3 Financial education, life planning and vocational training	Location: Porto Alegre. Communities that are at risk and/or socially vulnerable in Porto Alegre/RS	Since 2016

### 5.3. Findings on all practices analysed

The following are the main findings related to common approaches and strategies and the particularities of the practices analysed in relation to the following issues: integrality of actions and the gender perspective, territorial approach, ruptures in traditional forms of vocational guidance, technological skills, young migrant women, violence against women, inclusion of ethnic groups and people with disabilities, alliances and joint work strategies with the private sector.

- The integrality of actions and the gender perspective that promote the development of women's skills and technical capacities, taking into account social and personal factors,

constitutes a work strategy that contributes to women's autonomy and empowerment. The gender approach seeks to identify the factors that inhibit women from having a level playing field with men in the labour market.

In this sense, some of the practices stand out for their long-term vision and work, such as: The "Scholarship Programme for Mujeres 2000 Higher Education" in Argentina, which supports young women living in poverty to access university studies as a means of overcoming the obstacles to their development as individuals, raising the self-esteem and empowerment of young people and facilitating their entry into the labour market under decent employment conditions.

The programme "Inclusion of young feminist peasant women in the labour market in the department of Estelí" implemented by the EMF in Nicaragua, emphasises the construction of an autonomous organisation, in which women are not considered beneficiaries, but lead the different stages and strategies promoted by the EMF. The organisation's educational strategy is characterised by a combination of formal education, literacy, post-literacy, primary education, popular education, technical training and gender education. The development of its highly participatory and experiential methodology promotes training on different topics (gender violence, sexual and reproductive health, organisation and leadership) that, based on the analysis of women's specific problems, contributes to the search for possible solutions. It promotes spaces for reflection among women and the strengthening of young women's organisational leadership in the different decision-making spaces.

The Alas de Mariposas programme, promoted in Mexico by the National Shelter Network (RNR), develops a multidimensional approach to counteract the situation of violence experienced by women in that country. The combination of training techniques contributes to the advancement of women, given that in many cases the lack of their own income makes women economically dependent on their partners at the expense of their subordination. The practice developed over several years has made it possible to have an impact on public policies through the design of intervention models and protocols to guarantee care and service provision from a gender and human rights perspective.

In Colombia, the programme promoted by the Campo Alegre Technical Agro-environmental Ethno-educational Institution stands out for the inclusion of the gender approach in all curricular and institutional design, responding to the needs of indigenous women.

The Bolivian practice "Mujeres constructoras – hacia su empoderamiento político y económico" (Women builders – towards their political and economic empowerment) promotes the development of capacities in a comprehensive manner, oriented towards technical training and the construction of active citizenship, promotes economic and political empowerment, associativity and, in short, an economic culture based on solidarity and trade union organisation to raise the voices for the enforceability of their rights in the construction sector.

The Escola de Você in Brazil applies a model of learning and empowerment of women that makes use of virtual platforms to reach a large number of women in many parts of the country. The project, conceptually and organisationally, focuses on women's empowerment as the key to entrepreneurship. The leadership of nationally renowned journalists has made it possible



to achieve partnership and cooperation between different actors: local government, national government, civil society, academia and international organisations. The School developed new methodologies and contents in order to cross the boundaries in terms of disciplines, cultures, theory and practice, in order to support young women to have their own income through entrepreneurship and social commitment.

The French Ambassadors' Network programme, even considering that the universe of women served is not large, stands out as a volunteer-based initiative that fosters horizontal exchange among women to break down stigma. The experience is experiential and part of the conviction that knowing a person who violates patriarchal norms of gender and sexuality and listening to their testimony can trigger important changes in attitudes, behaviours and visions.

Knowledge of information technology for women returning to work after childcare leave, from the FCZB of Germany, promotes training taking into account the particularities of the target group, which are women with dependent relatives (children or the elderly). For this purpose, the programme develops online learning tools and flexible working times, combining e-learning techniques with consultations on learning problems and others. Another feature of the programme is that it applies the intercultural approach, strengthens/improves the key competences of the participants and includes the initial steps to move from an integrating to an inclusive approach.

- The territorial approach of the initiatives contributes to the achievement of effective impacts, on the understanding that initiatives that are closer to the people can respond more effectively to their specific needs. In this area, those initiatives that promote actions at the local level to develop technical skills that contribute to the economic growth of communities by putting women at the centre and encouraging their inclusion in the labour market stand out.

The Mujeres 2000 programme in Argentina develops its actions with the staff of the neighbourhoods where it works, promoting the training of staff to provide guidance and continuous accompaniment to young women who are committed to the organisation to carry out their university studies. It promotes an adequate labour insertion of trained young people and, over time, affects the social mobility of their homes. The programme also contributes to labour intermediation by putting the scholarship holders in contact with public and private institutions, enabling them to find their first job in trades or responsibilities related to their knowledge and constituting the beginning of their professional career.

In Argentina, the "Support Programme for the Educational Completion and Labour Inclusion of Young People and Mothers from Vulnerable Neighbourhoods in the Municipalities of Posadas and Garupá, Misiones", is a practice that gives a leading role to the communities involved, who, in addition to benefiting from the programme's actions, contribute work and resources (of different types) so that the Support Centre created by the programme can become a reference point for meeting, exchange and development of young people.

The programme "Building skills, building women entrepreneurs: Comprehensive business training for women entrepreneurs in Mexico" promotes the formation of networks of women entrepreneurs to promote community participation and local economic development through

support for the empowerment of women entrepreneurs, but it has also been a valuable instrument that has allowed in some cases the end of cycles of violence and domestic violence of women (economic autonomy), thus also contributing to citizen security in the territories.

The “Work insertion for craftswomen” programme of the Association for the Social Development of Craftswomen (Texal) in Ecuador is based on a specific need of women from a very poor community who did not have their own resources, but had certain manual skills for the production of textiles that were in low demand in the local and regional markets. The value chain approach in the work methodology implemented stands out, since this practice has allowed women to develop not only productive skills but also the marketing of their production in the very short term (2017). Texal was a bridge between the supply and demand of textile products (alliance of public and private actors), bringing government institutions such as the National Public Procurement Service (SERCOP) closer together, offering a captive market for the production of craftswomen and ensuring the sustainability of their income over time.

In Colombia, two initiatives stand out: the one promoted by the Ethno-educational Technician Agro-environmental Campo Alegre institution, promotes that the student population carries out agricultural and environmental practices with the involvement of student families, alliances with coffee entrepreneurs (federation of coffee growers) for the sale of microenterprise products. The other practice is the one referred to in the relevant training under the Education for Work and Human Development modality as housing technicians for women in situations of poverty and vulnerability in the city of Cartagena, which implements training processes that take into account not only doing but being, giving great importance to human training, so that young women feel capable of performing different tasks, strengthening their self-esteem, their capacity for resilience, their leadership, and technically because it is a training relevant to the needs that exist in the city.

The initiative “Community savings with women, youth, and children” in a municipality of Alta Verapaz in Guatemala, promotes the community savings methodology developed by OXFAM AMERICA. It adopts an approach of overcoming the practice of subsidies. From a seed capital contribution for economic activities by the executing institutions, it became a self-sustaining initiative at the community level. A key element for the success of the initiative was that it was developed in and with the community where the women live.

· Breakdowns in the traditional forms of vocational guidance are given. Many of the practices attempt to influence changes in vocational orientation in technical centres and secondary schools, which stigmatise and reinforce the sexual division of labour and are expressed in the segregation of men and women in the labour market, promoting the training and education of young women in non-traditional occupations.

The women’s technical training school promoted by the Association of Women Builders of Condega in Nicaragua, is a pedagogical reference point at the territorial level, developing tutoring, internships, capacity building, strengthening of basic subjects for secondary and university students. It supports young women with basic technical courses of comprehensive education with complementary training that includes gender. The school and the contents of the training plan are recognised by the National Technological Company (INATEC). Develops actions on sexual and reproductive rights. The young women who are part of the organisa-

tion, have formed a group called “I was born to fly”, carrying out work particularly in rural areas of the municipality of Condega. They, with greater autonomy and leadership, have incorporated new initiatives and other work dynamics in the coordination and organisation of different activities, projecting themselves as a youth organisation.

The practice of Women Builders “Towards their Political and Economic Empowerment” developed in Bolivia offers opportunities for insertion into the male labour market. The formation of alliances with other actors has allowed the work carried out by RED HABITAT and its partners, through coordinated actions, to have an impact on women and their sustainability.

The Escola de Você in Brazil, through online courses, offers young women an opportunity to diversify their training, which may be the beginning of a process of paradigm shift in the world of work in which they will enter when the courses end.

In Colombia, the “Training programme for women in polymer injection moulding” promoted by the Municipality of Cali is transforming vocational guidance and the choice of higher education in favour of breaking gender stereotypes in professional technical careers. The Town Hall plans to create transversal links that generate opportunities and at the same time reduce the existing inequality and inequity gaps. To this end, it promotes the strengthening of the work team of the Town Hall itself to improve its services to the population, which has made it a reference point for other municipalities, as it advances employability processes by supporting the development of the curriculum vitae, an occupational assessment and in turn a training stage. On the other hand, there is the strengthening of productive units whose purpose is to transform the lives of women and promote economic autonomy as a vehicle for the reduction of gender-based violence.

In Germany, the “IT-Know-How for re-entry” project offers unemployed women and women with migrant or refugee background a modular and flexible possibility to re-enter the German labour market promoting their incorporation in new occupations and their economic independence.

· Inclusion in sectors linked to communication technologies. A set of LAC and EU practices stand out for their interest in helping young women to enter the labour market with technological skills that will enable them to take advantage of high quality employment opportunities due to the advancement of technological processes and changes in the world of work.

The programme “Talent Seedbed of the Federal Institute of Telecommunications (IFT) of Mexico”, has a strategic vision of the institution by promoting its renewal and deepening its professionalisation by hiring young people (women and men) and promoting affirmative action to include women and indigenous people, sectors that have traditionally been excluded in this sector of the economy. Alliances with universities and higher education institutions facilitate the transition of young people from the study phase to their first job in decent conditions and offer prospects of social mobility and, therefore, contribute to overcoming not only economic limitations but also conditions and decisions regarding their personal and family life. The practice provides a route for the institutional strengthening of any institution, given that, by promoting the incorporation of young talents with the necessary skills, it contributes

to the consolidation of inclusive public organisations that encourage competition based on merit, as well as the fulfilment of the functions for which they were created, effectively and efficiently. To the extent that the practice is applied by other institutions in different professional fields, the opportunities for young women and men to begin the process of their careers and the trajectory of their lives would be expanded.

Becomtech from France, offers a series of materials and resources (didactic kit) that can be adapted to other contexts. The problem it seeks to improve is widespread in many parts of the world. They have already received requests from other parts of France and from other countries (Portugal, Spain, Benin and Burkina Faso) but have not yet been able to establish appropriate partnerships. Discussions are currently underway with the State Secretariat for Digital Affairs to secure financial support, through the French Development Agency (FDA).

The Young Women's Federation (YWF) of Spain, through the Programme for the Social and Labour Integration of Young Women – Online Training Course on “Digital Competences for Young Women”, offers training for young people virtually at low cost. It was developed under an integral and logical process with its phases: methodological proposal, defined contents, monitoring and evaluation proposal. The knowledge and skills acquired in the course are valid for young women to get a job in the “digital” sector but to increase their employability and improve their performance in other work sectors. The recognition of the programme by the Ministry of Health, Social Services and Equality is expressed in the subsidy it offers annually since 2013.

FCZB of Germany promotes different training courses that include the development of skills related to IT and media work. Through e-learning and the transfer of knowledge about new technologies, women are prepared for lifelong learning and flexible work processes. The training processes promote balance and the development of potentials and competences both individually and in groups.

· Young migrant women: Among the practices analysed are two that are being developed in the EU aimed at serving young migrant women.

The project “Guidance and support for the economic autonomy of migrant women”, Associazione Alma Terra – Centro Interculturale Alma Mater in Italy, offers a strategy that responds to many of the questions raised by people who see migration as a threat, achieving a positive integration of migrant women. It develops in practice the theme of interculturality, democratising and enriching the culture of the host country. The committed participation of the Region, allied to the initiative of a civil society organisation, can guarantee the replicability of the experience.

The programme “IT literacy for women returning to work after parental leave”, developed by FCZB in Germany, aims to provide opportunities for young migrant women who, after having children, need technical skills to enter the labour market if they are to enter the labour market. The practice offers concrete answers to the needs of migrant women in this situation, characterised by the flexibility in the content of their training, adapting it to the situations of migrant women with children, as well as in the monitoring system of the women assisted.

- Development of entrepreneurial skills and/or the development of women's entrepreneurship. Given the labour market constraints on the inclusion of young women, several programmes and initiatives are geared towards facilitating access to productive resources and income stability for women who are not employed as wage earners.

The programme "Strengthening of agricultural and environmental practices in the creation of microenterprises in Cauca", Colombia. This practice applies the gender approach transversally throughout the training process and is integrated into the curricula. The proposal responds to the needs of the target population. It focuses the training according to the productive and market characteristics of the territory, which in the medium term allows the women and men who have received the training to carry out awareness-raising work in their own communities in order to facilitate the insertion of young women in local economic development.

In Mexico, the programme promoted by CREA has the greatest impact on the development of women's entrepreneurial skills in Mexico. This practice stands out for implementing a very complete and rigorous monitoring and information system (CREA2.2), periodically monitoring and reporting information on the number of beneficiaries attended in its different training processes, including qualitative information that allows measuring the impact of the training in terms of business performance but also in relation to economic autonomy. The programme has goals and shows results in the short, medium and long term, which allows for the development and delivery of skills both in the target population (women entrepreneurs or businesswomen) and in the centres where the training is given. CREA has developed a wide network of partners from different sectors of Mexican society, which facilitates the acquisition of resources and is a means to extend the program's coverage to other states in the country. It has a social communication strategy through which it disseminates and publicises success stories and good practices in female entrepreneurship.

- Confronting violence against women. Considering that the response to the inclusion of young women in the labour market must be given from an integral perspective that takes into account the elements of subordination that limit their economic autonomy in order to achieve physical autonomy, some initiatives are aimed at addressing the issue of violence against women.

The experience of "Uniting Voices, Weaving Together Hope", CSDC<sup>8</sup> in Colombia, serves women who suffer violence in the country as a result of the armed conflict. The programme stands out because it puts people, in this case women who are victims of violence, at the centre of "peacemaking" processes. According to the data provided by the organisation, women reflect appropriation of the knowledge imparted as soon as their businesses have performed better and they have better skills in resource management, management of their productive units and tend to include other segments of women.

The "Alas de Mariposas of the RNR" programme in Mexico is notable for several elements that make it successful and effective for women to break the vicious circle of gender-based violence. The methodology adopts a systemic approach throughout the cycle (care and training of battered women, formation of networks and strengthening of care centres) that promotes

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the identification of the root causes of violence against women in their respective contexts of life, providing them with tools to take their own development and decisions about their lives. The application of highly participatory techniques and the formation of partnerships have been important for the sustainability of the practice and the empowerment of the women beneficiaries themselves. Institutional strengthening through the maximization of the professionalisation and quality standards of the staff of shelters and external care centres by the RNR, allows for the guarantee of effective care work for abused women and helps them to play a leading role in breaking the cycle of violence.

· Inclusion of specific groups. Discrimination in the labour market is greater when, in addition to being a woman, a person has other personal characteristics such as belonging to a race other than white, or belonging to an indigenous people or having some kind of disability. Some initiatives focus their actions on the inclusion of these social groups.

Although several Brazilian states implement Afro-entrepreneurship programmes, the “Afro-Entrepreneurship Program” developed in Brazil, promoted by the Under-Secretary of Racial Equality of the State Secretariat of Labour, Social Development and Policy for Women, Racial Equality and Human Rights, stands out for being part of a public policy of the Government of the Federal District of Brazil. The work approach is characterised by articulation within local government and with national government, civil society, academia and international organisations, which contributes to policy continuity. It combines different lines of work: The promotion of thematic fairs that promote coordination with the forum of rural women, the forum of solidarity economy and business initiatives of Brasilia, to generate opportunities for black, gypsy and indigenous women; the implementation of Afro-business incubators to encourage entrepreneurship at the territorial level; the promotion of access to credit lines through PROSPERA-DF, a state credit programme aimed at urban entrepreneurs in the informal sector, micro or small businesses, craftswomen, labour cooperatives and individual production.

In Mexico, the programme of the Include Me Foundation seeks to influence changes in the imaginaries that exclude people with disabilities (Pd). The practice promotes partnerships with the private business sector, supporting labour intermediation and the inclusion of Pd in quality jobs with the guarantee of labour rights and in the establishment of regulations that promote inclusion and diversity. Capacity development is a transversal axis, applied to the target population (Pd) to influence the self-esteem and recognition of their families and communities. The capacities of the staff of the companies and institutions (management and human resources bodies) supported by the Foundation are also strengthened.

In Colombia, the programme developed by the Campo Alegre Technical Agro-environmental Ethno-educational Institution, in a context of poverty and marginalization of the population due to their ethnic background, particularly women, aims to transform the conditions of indigenous women, projecting them as subjects of economic production processes for their communities and families, significantly alleviating poverty in the area in which they operate.

· Partnerships and joint work strategies with the private sector. This is an important component for the inclusion of young women in the labour market and particularly in jobs where people can exercise their labour rights. Among the practices analysed, the following stand out:



In Colombia, “Good practices in the management of gender equality in business and organisational environments”, promoted by the Hispano-Colombian Chamber of Commerce, promotes the inclusion of women in the business sector through awareness-raising actions and the dissemination of Colombian experiences in the management of gender equality in companies and organisations. It also pays for the exchange of empirical experiences between companies that have implemented gender equality management actions to influence the replication of the initiative in other companies and thus transform the Colombian labour market in terms of gender.

The Inclúyeme programme in Mexico works mainly with the business sector and public institutions, so that they have inclusive policies and cultures for people with disabilities, seeking that these actions become institutional policies and as part of a natural process in their actions through the incorporation of adjustments in the administration of human resources and strengthening the capacities of people with disabilities and the companies and institutions involved.

Uruguay’s Integral Development Center for Employment incorporates the inclusive business model in which both companies and government agencies participate, linking micro and small enterprises as suppliers of large enterprises, with impacts on employment opportunities, especially for young mothers. It focuses its work under the concept of complementarity, acting in areas or sectors where the State has not yet responded, one of them being young pregnant women or women with young children. The organisation works with an approach of diversification of its funding sources, which allows the sustainability of its programmes in support of the labour inclusion of young women.

The purpose of the “Inclusion of domestic workers in the labour market and compliance with social security affiliation in Ecuador” programme was to obtain the opinion of women paid domestic workers in Guayaquil on the problems they face in relation to social security affiliation and to be able to identify the level of compliance by employers with labour rights (minimum wages, holidays, working hours, overtime) and the levels of satisfaction, if any. The study carried out by a researcher from CAPS-ESPAE in 2014 identifies lessons for policy makers in the process of formalising the informal work of paid domestic workers in households (PDWH). The advertising and dissemination campaigns carried out by the Government of Ecuador to identify the level of compliance created awareness among employees and employers of the importance of complying with this right. The latter was reflected in the research through the opinion of women workers on the benefits of being affiliated to social security, highlighting among these benefits access to health services, the payment of minimum wages by employers, among others.

## PART THREE

### 6. CONTRIBUTIONS ON 10 INSPIRING PRACTICES TO IMPROVE PUBLIC POLICIES FOR THE EMPLOYMENT OF YOUNG WOMEN IN EUROPE AND LATIN AMERICA

Below is an analysis of the 10 initiatives that stand out for their approaches and intervention methodologies for their contribution to the promotion of the autonomy and empowerment of young women through their inclusion in the labour market in EU and LAC countries.

Emphasis is placed on practices in six areas or components of a coherent public policy, with a gender perspective, to promote young women's participation in the labour market under decent conditions, which could be sources of inspiration and recommendations in these fields.

Although the 10 initiatives are characterised by the fact that they develop their actions considering all the 6 areas mentioned above, some of them show actions or results that are more related to certain criteria. The following analysis refers to the criterion with the practices and its main characteristics that can inspire the development of comprehensive public policies.

#### 6.1. Context analysis: basis for the relevance of the initiatives

Those initiatives that have carried out a rigorous analysis of the context and taken it as a basis for defining their interventions to achieve specific objectives that contribute to removing the obstacles that women face for their inclusion in the labour market are mentioned.

Women builders: towards their political and economic empowerment – RED HABITAT. Bolivia has shown how women, in recent years, have broken into traditionally male-dominated labour markets. Women, in general, face multiple discriminations because they are poor, with low schooling, single mothers, heads of household and/or indigenous people. The information, knowledge and exercise of their rights is limited, and most of them suffer domestic violence, harassment at work and sexual harassment, generating a condition of high vulnerability.

Based on the above, and based on the monitoring of the press and the permanent review of documents and studies carried out by public and private bodies and those carried out by the project itself, RED HABITAT, in coordination with the Association of Women Builders (AWB), focused its actions on the political and economic empowerment of women who work in the construction sector as an income-generating strategy. Strengthening leadership and political training capacities to enable them to benefit from the housing boom and urban infrastructure investments made by local governments. They did so by providing systematised technical assistance for advocacy activities, in local and national regulations and/or public policy, in favour of their labour, social security and occupational rights and the



progressive elimination of existing inequalities in remuneration for their work (there is still a 20% difference for equal work).

The Ethno-educational Technician Agro-environmental Campo Alegre institution, Cauca. Colombia, in its strengthening of agricultural and environmental practices in the creation of microenterprises for the economic sustenance of students, starts from the recognition that the few official technical training programmes have been decontextualised from the indigenous reality, therefore, there is strong support for strengthening alternative agro-ecological production systems in accordance with the realities of the community, its ecosystems and the respectful use of mother earth. This initiative is born from the culture of the Huellas Caloto Indigenous Reserve, with its vision of life and the universe, its beliefs, protected in the pedagogical books with its learning and study plans, performance evaluation and indigenous educational games.

Communities of Social Entrepreneurs (CREA) of Mexico, based on the results of the analysis of the causal chain faced by Mexican women (self-employed, with a business idea and little knowledge of information technology, business, management and financial skills), to achieve their inclusion in the labour market under decent conditions, designed a set of practical tools to promote creativity and skills of women in the field of entrepreneurship. To the extent that CREA put women's interests at the centre of her concerns and in accordance with the results of the programme's implementation in the early years, areas of knowledge and training were introduced so that women could, while improving their productivity conditions, also internalise changes that would allow them to exercise greater autonomy and empowerment.

The National Shelter Network (RNR) of Mexico, started from the diagnosis of the needs of women living in conditions of violence to conceive the programme *Alas de Mariposas*: Network of women who promote empowerment and self-management of the economy through the full exercise of their rights. The research and learning of the shelters for women who suffer violence in Mexico since 2000 were the basis of the strategic plan of the RNR, which has a large number of operators throughout the country.

The Comprehensive Development Centre for Employment in Uruguay has included in its initial diagnosis not only unemployment, but also domestic violence and early pregnancies experienced by some young women in situations of high social risk.

The Entre Mujeres Foundation (EMF) of Nicaragua designed the initiative based on a diagnosis carried out in the different rural communities where women face a serious situation of economic, social, political and structural vulnerability and poverty, evidenced by large gender gaps, particularly in access to productive resources, sexual and reproductive health and the persistence of male violence that perpetuates the subordination of women and constitutes one of the most serious violations of their rights.

The Programme for the Social and Labour Integration of Young Women – Online Training Course on “Digital Competences for Young Women”. Promoted by the Young Women's Federation (YWF) of Spain, it is based on a contextual analysis of the high levels of youth unemployment in Spain, which particularly affect young women, and on the existence of a “digital gender gap” that puts them at a disadvantage with regard to their insertion into the labour market and, in particular, their incorporation into the new digital technologies sector.

The JUMP IN TECH Program of Introduction to the Technical Professions of Computer Science for Adolescent Women. Driven by BECOMTECH in France, it arises from the identification and recognition of a very marked *gender gap* in science, technology, statistics and mathematics (STEM), determined by the persistence of gender stereotypes that operate in school, family and the world of work, and that have a strong influence on students' vocational guidance options, as well as other factors related to gender socialization such as motivation and self-esteem. According to BECOMTECH, studies on the representation of work occupations show that gender stereotyped perceptions of the professional world persist in the socialization of children. From the age of 15 onwards, in a very important period of vocational guidance and career choices, adolescent girls begin to doubt their skills and experience greater uncertainty in terms of choosing their profession and ensuring compliance with social gender norms. This is a key factor leading to the existence of the gender digital divide.

## 6.2. Integrity in the implementation of vocational training and education initiatives

The inclusion of women in the labour market requires not only access to and control of productive assets but also structural changes in the context in which the initiative operates to facilitate women, particularly young people, access to more and better opportunities for inclusion in the labour market, as well as conditions for improving their quality of life. Therefore, it is considered whether the practice implements different types of actions that address the practical needs of women as well as strategic needs. The development of combined actions to address both types of women's needs contributes to women's empowerment: it is therefore a question of addressing the gaps arising from "objective" elements (technical skills, years of work experience, educational level, income or funding levels, among others), as well as subjective elements or "soft" abilities such as self-esteem, self-esteem, self-esteem, recognition of unequal power relations, social imaginaries, among others.

Escola de Você – “Your School” –Brazil– a free online school for the empowerment of women in Brazil, uses methodologies and teaching materials that help women to critically reflect on their attitudes, values, habits, and behaviours, to grow and strengthen themselves, to achieve personal change and to open up new possibilities for work and entrepreneurship.

Creating skills, building women entrepreneurs: Comprehensive business training for women entrepreneurs in Mexico combines, on the one hand, the autonomy and empowerment of women entrepreneurs and in some cases a route for some women to break out of cycles of domestic violence.

Inclusion in the labour market of young feminist peasant women in the department of Estelí of the Entre Mujeres Foundation (EMF) of Nicaragua, is based on formal education processes, which begin with literacy, until they reach higher levels (technical or professional level). In addition, an education programme is being developed through a network of educational promoters who provide literacy training, are primary school teachers, reinforce the schooling of adolescents, promote formal education for rural women, support them in the management of scholarships and transmit feminist values.

The programme Orientation and accompaniment to the economic autonomy of migrant women, promoted by the ASSOCIAZIONE ALMA TERRA-CENTRO INTERCULTURALE ALMA MATER; Ejecutor Gruppo Accoglienza, Piemonte, Italy, incorporates psychological support in addition to technical training, it constructs individual strategies of insertion into reality, develops intercultural processes, offers information on possibilities of insertion into the labour market with the construction of projects and individual routes according to the needs and characteristics of each of the women.

The online Training Course on “Digital Competences for Young Women” in Spain focuses on technical knowledge and the development of the skills and abilities needed to be ICT competent. The methodology used also integrates interactive and reflective participation to achieve the internalisation of new habits and attitudes and to make changes, from the young women themselves, that empower them and increase their expectations of work and insertion in the digital world of work.

### 6.3. The gender approach

This policy area is closely linked to the previous one. It seeks to identify whether the initiative explicitly addresses the promotion of equal rights between women and men and incorporates the gender approach throughout the initiative’s management and monitoring process. On the one hand, giving technical training and support to break the assignment of women’s roles in society, as well as in relation to traditionally male trades and professionals.

The Comprehensive Development Centre for Employment in Uruguay, in addition to providing specific technical tools for business development, provides psychosocial support to women throughout the entire process of care. Within this framework, self-esteem, personal growth and maternity workshops are held and specific support is provided (housing solutions, food, transport, legal advice, among others). It highlights the fact that the organisation also provides complementary services taking into account women’s care work and that it often excludes them from other opportunities. In this sense, it offers a “children’s space” for the care of children under 4 years of age while the mother is training and/or starting work.

Constructive Women – Towards their Political and Economic Empowerment – RED HABITAT in Bolivia, develops combined training in technical training, with a course in rights, political training and entrepreneurship, where women find a space to affirm their abilities as women dedicated to construction based on self-confidence, self-evaluation and to recognise themselves as women capable of promoting changes to improve their work situation from the exigibility of more equitable conditions in relation to their male counterparts. These changes are expressed in the fact that they have increased or regained their self-esteem, which implies that they feel more valued, stronger, more confident, with more knowledge, with more strength to move forward, with more theoretical and practical preparation to face the challenge of their profession, more proud of their work and with less shyness and insecurity to express themselves. This self-esteem grows as they feel empowered to contribute to the family economy by generating additional income through small contract work on weekends. But also indirectly, saving costs, as in many cases where women applied their knowledge to make improvements in their own homes.

The Entre Mujeres Foundation (EMF) of Nicaragua has started from the development of ideological processes to raise women's awareness of their gender condition, their sexual and reproductive rights, violence, the right to healthy food, the peasant identity, the awareness of living in harmony with other living beings and takes feminist thought as its basis. In addition, it has incorporated young women into the formal structures of the organisation as an option for them to develop fully in accordance with the integral approach to the empowerment of women, defenders of their rights and to promote the generational change of the organisation.

Since its creation in 1990, ASSOCIAZIONE ALMA TERRA in Italy has been working with gender inequalities as a focal point for the work and meetings of a group from the Women's House in Turin and a group of migrant women who have positioned themselves as active subjects of this initiative.

The online training course on "Digital Competences for Young Women" in Spain is based on a feminist analysis of the inequalities and violence suffered by young women simply because they are women, and on the need to have tools to fight for the protection and defence of young women's rights, which contribute, at the same time, to equal opportunities and equality in the world of work. At the heart of their gender analysis is the "gender digital divide" that results in the marginalization of women from a substantial sector of the male-dominated world of work.

BECOMTECH from France, seeks through active participation and interaction among the participants to raise their self-esteem, self-image and confidence, allowing them to mentor other adolescents, create their own communication tools (websites, videos, etc.), make conference presentations and speak in public about their experience in the digital field. It also includes awareness-raising activities with the families of the participants in the course on gender equality and guidance opportunities in the digital sector, as well as with the school community.

Alas de Mariposas of the National Shelter Network (RNR) in Mexico, bases its work strategies on human rights frameworks with a gender and intercultural perspective, addressing different types of violence against women and promoting sexual and reproductive rights. The systemic approach used (care and training of women who have been victims of violence, the creation of networks of promoters and the institutional strengthening of shelters and care centres) means not only providing women who suffer violence with services and access to resources, but also helping them to identify the causes that subordinate them, providing tools for them to take their own development and decisions about their lives. The multidimensional approach contributes to the advancement of women, given that in many cases the lack of their own income makes them economically dependent on their partners at the expense of their subordination.

#### 6.4. Participation of the people benefited / and institutional alliances

The active involvement of people who are directly involved in the initiative in all phases of defining, implementing and monitoring the practice in question contributes to the ownership of the objectives of the practice in the actions of these actors. The strategies implemented by

the executing agency can also promote the participation of other actors with whom alliances are promoted to contribute to the sustainability of practices and public policies in favour of the inclusion of women in the labour market in the context in which they are developed.

RED HABITAT in Bolivia, for example, has a communicational approach to presenting the progress and learning generated from 2010 to date. It shares the experiences and results of all the processes by publishing them on the organisation's website, but also through the physical publication of the materials or through spaces of articulation where they participate institutionally. It also works in coordination with various public and private bodies supported by agreements and letters of intent that guarantee concrete results of associative efforts in favour of women builders. Other articulations are also carried out that add institutional capacities in solidarity to the achievement of women's political empowerment with various organisations such as: Committee to Promote the Legislative and Political Agenda for Women, Working Table and Social Security.

CREA de Mexico has a line of action to expand the network of partners from different sectors of Mexican society, which facilitates the acquisition of resources, but also as a means to expand the coverage of the programme to other states in the country. The implementation of a social communication strategy ensures dissemination and presence in the media (social networks, CREA website, mass media) with information on CREA's work and on success stories and best practices in female entrepreneurship, being a means or multiplier mechanism of the initiative.

The Entre Mujeres Foundation (EMF) of Nicaragua promotes the creation of Cooperativas de Servicios Múltiples, structures that have been established and developed in the communities and around which women organise themselves to develop their productive and economic activities, and a Central de Cooperativas that brings together seven cooperatives. The latter has its own premises where production processes are developed and everything processed is marketed. The EMF has developed alliances with other civil society organisations that make up the Local Network of Women Against Violence in Esteli. At the community level, the organisation works on the issue of non-hegemonic masculinities with the Rural Young Men's Association (MIYOTL), made up of 39 rural young men who have organised themselves for the construction of alternative masculinities and the prevention of gender violence. It has also formed the Young Communicators Network, which has a programme on local radio. These alliances have been sustained through women's advocacy groups from the same communities and other young women's networks that the EMF has been forming.

The ASSOCIAZIONE ALMA TERRA of Italy is supported by the Municipality of Torino and the Regional Commission for Equal Opportunities of the VI Circoscrizione, as well as by many women's associations and some women from trade union organisations and the Alma Mater Centre. During its development, it has been extending its network of alliances, networks and collaborations with other organisations and institutions<sup>9</sup>.

<sup>9</sup> Donn@work – Centri Interculturali del Piemonte; Collettivo Civico delle Donne; Forum del 3° Settore; Libera Piemonte; Tavolo Asilo To; Coordinamento Donne contro la Violenza; Casa dei Popoli Settimo; AFRI-TO – Assistenti familiari Provincia di Torino; Rete Europea Buone Pratiche per l'Integrazione; Archivio delle Donne in Piemonte; CPIA Via Bologna; TFIY; YEPP; UNAR; FABENE; TAMPEP; Acli Colf; API colf; Amici di Lazzaro.

The Ethno-educational Technician Agro-environmental Campo Alegre institution of Colombia, promotes the possibility that the students and their families have an active participation during the whole process and are the main actors in it. Organic relations have been built with the Federation of Coffee Growers of Colombia, while they buy the product that leaves the farms of current and former students and provide subsidies to those who have a coffee card.

In the JUMP IN TECH Programme in France, to close each course, the participants organise the ‘Girls Camp’, which consists of the presentation of their digital projects, developed during the course, to the project partners, the educational community and the parents. The BECOMTECH Association also supports graduates with vocational orientation, technical apprenticeships (internships), intensive workshops on programming languages and, in some cases, professional integration. There is a network of ambassadors of 80 adolescent women who lead different types of entrepreneurial projects and initiatives and participate in events, conferences and schools giving introductory talks on the theme of the gender gap in STEM subjects.

The National Shelter Network (RNR) of Mexico encourages the creation of Women’s Advocacy Networks in the communities covered by the project. These networks are groups of women who provide accompaniment and training on self-management, which in turn replicate the workshops to other groups of women. These activities promote empowerment and, in turn, facilitate the establishment of links with various related organisations and institutions in favour of a dignified life with justice and gender equality.

CPHD of Uruguay has developed inter-institutional alliances that have allowed the articulation of public and private resources: alliances with the business sector, projects with national and international organisations, participation of national and international volunteers. The model has aroused the interest of the academy, through agreements with several universities, for example in the areas of communication, entrepreneurship and design. It has also had resources articulated with universities, social organisations, companies with Corporate Social Responsibility (CSR). And they participate in networks: Support network for future entrepreneurs, Entrepreneur Portal, Entrepreneur Service Point. Some friendly companies collaborate with advice, donations, volunteer work, etc.

## 6.5. Continuous monitoring / managing for results

It is considered a key element to follow up on the actions of the initiative and the results that are being achieved. A good tracking and monitoring system is assessed according to the type of instruments used to track it and whether the results derived from the measurement are taken into account to provide feedback for improvements in implementation over the life of the practice.

It also assesses whether the mechanisms used by implementing organisations are geared towards accountability so that the actors involved know the results achieved and reflect on the changes required. But also with regard to indirect actors to promote knowledge of the experience and the expansion of the number of organisations that implement actions for the inclusion of young women in the labour market, taking into account the factors that influence



their low participation. In this sense, the design and implementation of communication strategies and their dissemination are contributing factors.

RED HABITAT of Bolivia has built a baseline and systematised a previous project called “Strengthening and Empowerment of the Women’s and Community Economic Empowerment Office (WCEEO)”. Based on this experience, RED HABITAT carries out a continuous and permanent systematisation that allows it to have updated information on the course of the project, the lessons learned, the risks faced and the contingency strategies to be employed. The results of this process are published and disseminated on the RED HABITAT website and in other spaces of articulation where they participate.

Escola de Você – “Your School” in Brazil has a continuous online monitoring and evaluation system, in which the women participating in the *Escola de Você* respond to a questionnaire once a week before they can move on to new topics. This questionnaire focuses on measuring self-esteem and well-being, and is also filled out by a control group. Participants also record their reflections and progress in a journal and exchange experiences through social networks and face-to-face meetings that are spaces for mutual support and tools to measure the impact of *Escola de Você*.

The Ethno-educational Technician Agro-environmental Campo Alegre institution, Cauca de Colombia, monitors the training and application of the knowledge acquired on an ongoing basis by the teachers of the institution, whose records are kept according to the system established by the institution. On each visit by the teaching staff, a quantitative and qualitative note of the student’s work is given.

CREA of Mexico has designed a rigorous monitoring and reporting system that allows for constant accountability to partners and women served. Quantitative and qualitative data are collected to measure the impact of the training in terms of business performance but also in relation to the economic autonomy of women entrepreneurs.

The Entre Mujeres Foundation (EMF) of Nicaragua has included follow-up in its institutional strategy for the empowerment of rural women, which includes attention to young women. This strategy is embodied in institutional plans and projects that guide and facilitate the work of rural women in the orderly implementation of activities with groups of young women and men.

The ASSOCIAZIONE ALMA TERRA of Italy carries out a continuous monitoring that allows it to constantly review the driven strategy adapting it to the changes of the reality and the results of the initiative. The monitoring team consists of a psychologist, a labour law expert and four cultural mediators and is a mixed team of native (Italian) and migrant women. Each year, changes and/or adjustments due to the economic context, demand and supply are evaluated and workshops are planned based on the results of the initial strategic analysis.

The Young Women’s Federation of Spain, in order to guarantee the monitoring and follow-up of the course, has technical and volunteer teams that carry out the necessary steps and coordination to provide technical, administrative and accounting support, and ensure the development of contents, training materials and awareness and advocacy necessary for the effective

and efficient development of the course. The monitoring and evaluation of the participants is carried out in a continuous way, through their participation in the online training platform, through the follow-up of entries to it, hours of dedication, their participation in the forums and the implementation of the activities of each module, through individual interviews during the orientation phase and, finally, in their attendance at the face-to-face examination and the results obtained in the same.

BECOMTECH from France has a set of monitoring and evaluation tools that allow us to follow up on the evolution of the basic knowledge, skills and abilities of the participants in digital matters, and to open a critical and constructive space for the training process. The digital products (websites, videos, etc.) created by the teenagers during the course are disseminated and also presented in public.

The RNR of Mexico monitors the development of the capacities and applications of the contents learned through the use of skills from the trained women themselves. The development, fulfilment and optimal performance of each of the goals and activities of the project are monitored on a weekly, biweekly and monthly basis. It includes both quantitative and qualitative indicators, including the percentage of women trained as agents of change. For the dissemination and accountability of the work of the RNR, systematisations of the experience and testimonial videos are made and disseminated through digital and printed media.

## **6.6. Development of organisational capacity, models and strategy for public policy advocacys**

It is a key factor in ensuring that the actors involved achieve a high level of ownership and commitment in the follow-up of the initiative in the medium and long term. Capacity building should be promoted with women who require technical and soft training, but also by seeking their organisation as a guild to defend their practical and strategic interests. But also by encouraging the strengthening of the institutional capacities of the organisations implementing the practices. The aim of the latter is to improve their expertise in the issues that require the inclusion of young women in the labour market, raising the quality of the services they provide, broadening their view of the needs and contributions that women themselves make to overcome their problems and, in short, to be more assertive, effective and efficient in their actions. The latter is an extremely important factor in a public policy advocacy strategy.

The technical and technological capabilities of Escola de Você have been strengthened through the support they have received from various academic and developmental institutions, due to the important emphasis on partnership building. This approach has allowed them to launch a television programme and, as part of their strengthening and sustainability, Escola de Você is in the process of creating a premium platform in addition to the free courses.

CREA of Mexico aims not only to strengthen the skills of the target population (women entrepreneurs or businesswomen) but also in the centres where the training is given.



The EMF of Nicaragua, which promotes the direct participation of women, developing their autonomy and the sustainability of the processes promoted, has incorporated strategic lines to consolidate the different organised spaces, transferring resources and knowledge to the participating women. The methodological technical workshops for educators are a permanent space for those who have assumed this role to update themselves with new methodological tools and forms of evaluation, and at the same time to provide a space for reflection that facilitates their personal and collective growth. In each of the 156 communities where the EMF of Nicaragua has a presence, Local Committees have been organised, where 10 to 20 young women and adults participate and assume responsibilities in the different programmes (agroecological production, sexual and reproductive health, education from a gender perspective with rural adults and youth, and advocacy against violence against women). Nine of these communities have their headquarters where the programmes implemented by the EMF operate.

BECOMTECH France, since 2017, the program/course originally known as Wifilles, has undergone a process of strengthening and consolidation to become the NGO BECOMTECH. This allows you the possibility of expanding your possible sources of financing, both public and private, and to plan to go from 1 to 4 promotions/course per year. The transition includes the hiring of a pedagogical director to guarantee the quality of the programme in the different regions of the country and the possible opening of similar programmes in other countries. BECOMTECH also has a volunteer network of ambassadors (graduates of the courses) who are role models for other girls of their age. Some of the older graduates have asked to join BECOMTECH's Board of Directors, and others want to create a network of alumnae as a start-up incubator that will help women start their own businesses.

Institutional strengthening is a central axis of Mexico's RNR, promoting the systematisation of personnel linked to shelters and external assistance centres in prevention, care and elimination of violence against women and children. In addition, it promotes the appropriation of knowledge and skills learned and the empowerment of women with access to and control over resources and in making decisions about their lives. A highly relevant result of this practice has been the impact on public policies based on the design of intervention models and protocols to guarantee the care and provision of services from a gender and human rights perspective.

## 7. CONCLUSIONS AND RECOMMENDATIONS

### 7.1. Conclusions

Faced with the macro trends in both regions (LAC and EU), the experiences that have been presented to the call of the EU-LAC Foundation and the EUROsociAL+Programme, provide arguments and methodologies to creatively address the challenges faced by young women, with their dual role in the productive and reproductive economy. From the review of the universe of initiatives, projects and programmes, we conclude that there is a wide range of contributions to the design, methodologies and conceptual approaches to address the problems of women in general and/or young women in particular in their inclusion in the labour market.

By way of summary, we can say that there is a set of key elements for the success of the initiatives, highlighting the following:

- A good diagnosis of the context of the labour market and the socioeconomic and cultural conditions in which women live is of central importance for designing interventions to be relevant to the specific needs of young women and to contribute to overcoming the gaps identified.
- The application of comprehensive training and education techniques, which, at the same time as developing technical skills and abilities, provide elements and knowledge on the social construction of gender that contributes to change in the social imaginaries that are present in the labour market. In this sense, the vast majority of practices have a clear transformative approach to the gender perspective, promoting changes in the sexual division of labour, developing actions that help women to break with gender-based violence and sexual and reproductive health care. These axes of work are of great importance to achieve changes in the young population that is in the stage of maternity, family formation, situations that in many cases slow them down or exclude them from the labour market.
- The strengthening of the participation of the population receiving the services is an important work strategy to ensure that women become economic actors at the local and national levels and to overcome the vision of passive beneficiaries of projects or programmes.
- The construction of institutional alliances with common interests and complementary lines of work is another element that has influenced the practices analysed in the sustainability of the processes and the empowerment of the actors in the medium term.
- Ongoing monitoring of the implementation of the initiatives to follow up on the goals and expected results, taking into account the opinions of the women assisted and the accountability that also favours social auditing, are elements that contributed to improving the implementation of the practices, as well as leveraging resources for their implementation and expanding the number of implementing partners.

- The institutional strengthening of the executing agencies allows them to improve the quality of the services they provide, as well as the mainstreaming of the gender approach and capacity building in the design and implementation of their policies, with the correlation of achieving concrete changes in the life situation of young women, promoting their empowerment.

The following are some challenges that may provide guidance for further study.

With regard to coverage, most of the practices are mainly urban and limited in relation to the number of people receiving their services, with some exceptions such as CREA in Mexico, EMF in Nicaragua, RED Habitat in Bolivia and CPHD in Uruguay, Campo Alegre in Colombia. Considering that even in Latin America and the Caribbean, a significant percentage of the population is rural, where young women suffer multiple discriminations, should be the focus of attention in the future.

Most practices incorporate actions in the area of training aimed at developing technical skills for better job placement from gender perspective. But there are few experiences in which training is articulated with public and technical educational institutions, which in some way slows down the potential of incorporating the learning developed by the organisations into the official curricula of formal education systems. The implementation of training courses in most cases is integrated into the activities of the organisations themselves, but in some cases they develop manuals that are transferred to other actors that replicate them, as is the case of: Creates, the National Shelter Network and the Include Me Foundation in Mexico, the Chamber of Commerce in Colombia, YWF in Spain and BECOMTECH in France. This is a mechanism that could lead to a positive impact on a greater number of women with access to these services and at the same time, help to reduce costs for their implementation.

With regard to the target population, within the universe of practices analysed there were few organisations whose actions are aimed exclusively at young women (15-29 years old), possibly this can be explained by the fact that discrimination in the labour market on the grounds of gender is a very generalised issue and therefore the programmes or projects are aimed at covering actions that other actors do not carry out so that women in general can improve their employability conditions in order to enter and remain in the labour market. Among the practices analysed, those that are aimed at facilitating the higher education of young women in careers that historically have been male fields, to break the “horizontal discrimination” facilitating at the same time the labour market insertion in economic sectors where their participation has always been a minority such as construction, productive activities in the rural sector, but also in new sectors, such as cutting edge technologies, which are born strongly male.

In the scope of the target population of the practices analysed, most of the women served in the programmes that were presented come from low socioeconomic strata, they are women with educational levels on average are located in a range of primary and secondary education. This opens the debate on the linkage of these experiences with anti-poverty programmes. Some programmes: Citizen Participation Party (CPP) in Argentina and Prometeo Académico C.A. in Venezuela, Community Savings with Women, Youth, Girls and Boys in a Municipality of Alta Verapaz, Guatemala, have articulated the work in the labour dimension with other

interventions, achieving some significant impacts to overcome deficiencies in access to basic rights (food, health, education and work skills).

The sources of funding for most of the initiatives analysed come from different actors. This strategy is welcomed because it contributes to the stability of actions and the predictability of resources. For this analysis, financing is classified into five types of sources: public sector funds (central government and mayoral institutions), private sector funds (including resources from companies, individual contributions and the financial sector), civil society organisations, international organisations and universities. According to this classification, 1 practice, CPHD of Uruguay, reports receiving financial support from one of the 5 sources, 9 initiatives report support from 3 types of sources, 10 initiatives report receiving contributions from 2 types of sources and 8 initiatives report receiving support from one of the sources.

According to this classification, 19 initiatives (68%) receive funding from state and municipal public sector agencies, 14 practices (50%) receive funding from the private sector, including the financial sector (private banks), 14 practices (50%) are financed with their own funds or others mobilized with civil society organisations, 10 practices (36%) receive funding from international cooperation agencies and 2 practices (7%) are supported in their activities with universities.

Among the practices that receive public sector funding are: the IFT, RNR and CREA in Mexico, the Town Hall of Cali in Colombia, Escola de Voce and the Social and Political Development for Women, Racial Equality and Human Rights Programme in Brazil, YWF in Spain and CPHD in Uruguay, Becomtech and the Network of Ambassadors in France, and practices on migrants in Germany and Italy.

Some initiatives offer labour intermediation services, through which programmes link young people to companies with permanent vacancies or, in some cases, to companies interested in receiving young people on a temporary basis through an internship scheme. These include the following: Mujeres 2000 in Argentina, IFT, Inclúyeme Foundation y CREA in Mexico, CPHD in Uruguay, BECOMTECH in France and the Association of Women Builders of Condega in Nicaragua. This scheme, in addition to increasing interns' skills and productive abilities, contributes to improving the employability of the young population in the medium and long term, even if it is not possible to link them immediately to employment. On the other hand, this mechanism helps to reduce costs both for companies in the search for information about potential employees and for the people themselves in their search for employment. It may also be particularly relevant in situations where young people face stigma or barriers to entry based on observable aspects, such as the neighbourhood in which they live or the existence of a criminal record, as shown by the practice of Mujeres 2000 in Argentina or the Include Me Foundation in Mexico, which promotes the inclusion of people with disabilities.

Finally, we consider it important to point out that only one of the practices analysed incorporates work on and with men, with the aim of generating in them a change of roles towards a new non-hegemonic or non-dominant masculinity. Beyond the importance of women being the focus of practices to overcome the gaps they have in the labour market with men, efforts are also needed to sensitize society in general and young men in particular to shared respon-

sibility in domestic work, given that this is a key factor for their partners to achieve the same conditions and opportunities as them, and for them to be able to make decisions about other levels of representation and more global discrimination.

## 7.2. Recommendations

### 7.2.1. On policy issues

The trends observed in the labour market in both regions, to which we referred in the first part of this document, show that youth employment is particularly sensitive to the economic cycle. They are generally the first to lose their jobs in times of economic downturn and the last to get a job when the economy recovers. According to ILO analysis, *“the experience of past employment crises shows that more time is needed for young people to reap the benefits of economic recovery and employment growth, and this time may be even longer for disadvantaged young people. In addition, young people who experienced decent work deficits during the crisis will be competing for jobs with millions of new young people who are will enter the labour market in the coming years”* (ILO, n.d.).

According to the prospective scenarios, it is not expected that in the short term the problems of the lack of inclusion of the young population in the labour market and of the quality of employment will be resolved, given that the behaviour of the labour market is not only influenced by economic cycles, but also by structural changes that have generated new forms of employment, but also by labour markets with greater and new skill requirements.

Addressing the challenges of youth employment therefore requires concerted action between public sector institutions and social partners (trade unions, trade unions, women’s and civil society organisations) to identify viable public policy options in countries that can improve youth employment outcomes.

For these public policies to be inclusive, they must be developed within an integrated framework of policies that promote economic activity, promote job creation and improve the employability of young people. In order to achieve medium-term results in the inclusion of young people in the labour market, it is important that policies incorporate more comprehensive systems of continuous training based on work skills that ensure the quality and relevance of training and that enable young people to continue their training throughout their lives. Actions are also needed that incorporate aspects of the promotion of new masculinities for equality between women and men and a greater balance between the private and public sectors.

According to the conditions and trends in the labour market observed in both regions, as well as the different experiences and factors that affect the inequalities that depend on individual characteristics (age, sex, nationality, immigration status, socioeconomic level, educational level, among others), it can be said that there is no single recipe or solution to the problem of youth employment. What we can say, however, is that in order for policies to be effective, priority must be given to those elements that hinder the participation of the young population, particularly young women, in the labour market.

In the light of the context described in the first part and the findings of the 28 practices analysed in the second part of this document, it is clear that greater efforts and resources are needed in public policies that contribute to generating the institutional conditions to promote quality employment sources.

Considering that ‘access to good quality and paid employment outside the home is perhaps the most important factor contributing to women’s economic empowerment’ (UN Women 2015: 70), EU and LAC countries face the challenge of increasing their efforts and finding viable, relevant and creative solutions –in cooperation with public and private sector partners– to meet their commitments under Chapters 5 (Education and Employment) and 7 (Gender) of the EU-CLACS Action Plan 2015-2017.

In light of the gaps identified in order to achieve an adequate inclusion of women, and in particular young women in the labour market, certain actions are required to help overcome the obstacles identified.

In this sense, Agenda 2030 proposes routes for countries to move towards the achievement of the Sustainable Development Objectives (SDOs) under the principle of “leave no one behind”, and in particular sets goals to promote the inclusion of young people.

– Target 4.4: substantially increase the number of young people and adults with the necessary skills, including technical and vocational skills, to access employment, decent work and entrepreneurship.

This raises the need to review training programmes in schools, technical centres and universities in order to provide young people with knowledge and tools for a better and more appropriate job placement. This would facilitate entry into first employment and the transition from the informal (unprotected) sector to a job where labour rights are exercised.

To make the latter real, it also requires the link and interaction of education systems with the private sector, which, in turn, should take positive action measures to generate more employment for the young population and in particular for young women.

The skills demanded are changing, with a growing interest in highly skilled workers and less interest in semi-skilled workers. This trend towards polarization of employment could be accentuated by new technologies and could potentially exacerbate existing inequalities. In this sense, greater efforts are required in research and development policies, as well as the promotion of constant innovation by promoting and encouraging young women to study in the areas of science, technology, engineering and mathematics with mastery in the use of new technologies for economic activities, but also for decision-making in their lives.

– Target 5.1: End all forms of discrimination against all women and girls worldwide.

This would require updating and deepening training and education programmes for young people, including gender aspects and new masculinities, to ensure that they are not only employed in decent working conditions, but also to address gender stereotypes and social imaginaries that discriminate against young women. This would enable young women to

overcome some of the obstacles they face, such as early childbearing, situations of violence, reproductive work in their homes, and occupational segregation, among others.

- Target 8.5: Achieve full and productive employment and decent work for all men and women, including youth and persons with disabilities, and equal pay for work of equal value.

To this end, public and private organisations contribute to the improvement of the skills and technical knowledge of the young population. The private sector is required to adopt positive action measures to generate more employment for young women, including actions that favour population groups that are discriminated against. At the same time, instruments should be put in place to measure and report on the reduction of the gaps identified in the labour market due to gender, generation, disability and ethnicity.

- Target 8.6: substantially reduce the proportion of young people not in employment, not in education and not in training.

To this end, quantitative and qualitative estimates should be made of what countries in economic growth and development lose when their young populations are excluded from education and paid work. This would contribute to promoting comprehensive public policies to ensure that there are programmes that respond to the population's life cycle and to that extent direct public resources (fiscal policies), putting on the agenda, actions and co-responsibility programmes for unpaid work performed by women, and thus ensure the most equitable conditions in the population to better contribute to sustainable human development in their countries.

Taking into account the high sensitivity of the young population to whether or not they are employed according to economic cycles and to the elements that underlie discrimination against young women, high priority must be given to public policies which include social protection. This public policy should be designed according to the conditions and possibilities of the countries and the profile of the young population in conditions of vulnerability to the labour market.

#### 7.2.2. Some recommendations on the practices analysed

From the review of all practices, lessons learned are derived and some challenges are also identified, which are mentioned below according to issues that are considered relevant for the inclusion of young women in the labour market.

Comprehensive methodologies. The practices analysed provide theoretical arguments and empirical results that justify interventions aimed at providing soft or socio-emotional skills alongside technical skills. However, some practices have shown that a challenge for training programmes is to respond to the specific needs of each group of young people, taking into account their age, gender, ethnic, migration or other diversity. Hence the importance and need to expressly include in training processes issues related to promoting changes in gender stereotyped roles, given that this is an issue that not all practices analysed fully address.



In relation to the private sector, there are few practices related to this issue. However, from the analysis of them, he highlights that an important factor for the sustainability of the practices is the contribution made by the private sector itself through its companies. To expand coverage and show results on the inclusion of young women in the formal sector of the economy, greater efforts and commitments are needed from companies to provide incentives to hire interns and/or to invest in their training on a systematic basis, as well as the design and implementation of information systems that show progress in formalising young women's work and serve as a social audit mechanism for women to provide solutions to the problems that continue to be faced in the workplace. In light of practices such as that of CPHD in Uruguay, it is important to strengthen partnerships with the private sector, working on inclusive business models with triple impact, in the economic, social and environmental dimensions, which is also a channel for generating employment under decent conditions.

Labour intermediation: In countries that do not have a developed public employment exchange, programmes should look for good sources of information on labour demand, establishing, for example, agreements with trade associations, private employment agencies or high use websites. In this sense, the practice of the Federal Communications Institute (IFT), which has institutional links with universities in Mexico, or the legalisation of RED HABITAT in Bolivia, which promotes its recognition by the trade union, pays off in this regard.

In light of the above, the main axes that organisations must emphasise in order to overcome the obstacles that young people face for their inclusion in the labour market, but mainly young women are the following:

To deepen training and equip young women with skills and abilities that will enable them to open their way to first employment and training for life and employability. In this sense, it is vital that training incorporates the gender, generational and ethnic dimension to influence changes in behaviour and attitudes of social groups that are part of the initiatives, but also affect the institutional and social environment where they live. This contributes to concrete results in terms of autonomy, empowerment and the exercise of rights of the young population. Within the field of training, issues related to the new masculinities for equality between women and men with youth groups, in private companies, educational/technical institutions, in relationships between couples, among others, should be incorporated. This makes it possible to gradually influence the patriarchal attitudes and behaviour of society and, to this end, it would be beneficial to form alliances with organisations in each country that are already working on the issue of gender and new masculinities.

The creation of new skills in the young population to improve the employability conditions required in the private and public sectors in order to generate employment. In this sense, capacity building in the use of technology becomes a key factor of inclusion. The challenge in this area is to increase the number of practices with strategies to increase the number of young women with technological skills for their economic activities who are self-employed or improve their employability in the formal labour market.



### 7.2.3. For the final reflection

As has been said throughout this document, neither the problems faced by young people in Latin America and the Caribbean nor in the European Union are homogeneous, nor are there single solutions. The practices discussed, with common approaches and strategies, but with some differences in implementation, may shed light or hints on how to improve work with young women.

The inclusion of young people in the labour market is conditioned by economic cycles (boom and bust), but also by other factors that are generally not derived from labour market statistics, but from gender stereotypes. Hence, it remains to be seen what obstacles young women face in order to obtain quality employment that will lead to better living conditions.

The following questions are aimed at motivating a reflection that will help to identify possible routes for the design of public policies, but also to better orient the work of civil society organisations interested in the promotion and inclusion of the employment of young women in the European Union and Latin America and the Caribbean.

- How much has the socio-economic improvement of some countries influenced the expansion of job opportunities for young women? Why can't they take advantage of economic growth cycles?
- What are the determining factors on which work should be done to achieve changes in the social conditions of work trajectories for young women in all their diversity?
- What lessons do the innovations or practices analysed leave behind that can help to address the employment problems of young women in LAC and the EU?
- Which public policies can have the greatest impact in the coming years on the inclusion of young women in the labour market and, in particular, in the most dynamic economic circuits and the best paid jobs in the context of the regions?

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## ANNEXES

### ANNEX 1: CRITERIA USED FOR THE ANALYSIS OF PRACTICES

#### 1. First filter for the selection of inspiring practices

Criterion	Justification
Scope of interest according to the call and Quality of the presentation of the initiatives submitted in terms of consistency and clarity.	Correspondence of the initiative presented by each organisation with the areas defined by the EU-LAC and EUROsocial+ Foundation call for proposals. Several practices simultaneously address different areas of interest so their placement will be on the topic of greatest emphasis of the practice.
	Good practice is assessed on the basis of the information available, taking into account the consistency and clarity of the presentation in relation to the call for proposals of the convening organisations. That is: identification of the direct actors in the implementation of the practice, target population specifying the specific groups (by sex, ethnicity, age or others) to which the actions of the same are directed.
Main problem identified: objective of the initiative	The extent to which the problem the initiative seeks to address is made explicit in the documentation presented based on the analysis of the context.
	It is a question of visualizing the level of relationship between the approach to the problem and the definition of the general and specific objectives of the practice to be addressed.
Period of implementation of the good practice	It took into account mainly the experiences that had a reasonable period of implementation to show the achievements achieved in the results proposed in the same.

Criterion	Justification
Coverage	It dimensions the scope of direct intervention of the initiative, whether the action is national, territorial, community, provincial, or other. The relevance of this information lies in the fact that it can provide elements to assess the extent to which it has an impact on the context in which it operates.
Methodology/ strategy for the implementation of good practice	<p>The instruments and processes that have been used to implement the initiative to achieve its objectives are assessed. The set of actions implemented is identified taking into account, on the one hand, the operational aspects of the institutional arrangements and internal actors that implement the activities of the initiative. On the other hand, the institutional alliances derived from inter-institutional arrangements that the same initiative promotes and manages to involve various actors from the public and private sectors, civil organisations, communities, among others, with the objective of adding value to the actions, uniting efforts in the implementation of the practice and the achievement of its objectives. The identification of partnerships with other actors seeks to know to what extent they have contributed to the sustainability and comprehensiveness of the intervention and whether they are based on agreements that are followed up.</p> <p>The tools, formats and platforms used for the implementation of the initiative were analysed, highlighting the actions or lines of work that contribute to increasing the institutional and actors' capacity to raise the barriers or obstacles they face, particularly young women, for labour insertion in decent employment conditions as defined by the ILO.</p>
Orientation to results and learning	The initiative is assessed on the basis of the follow-up and monitoring systems in its execution, including the extent to which the direct actors have been involved in the collection of quantitative and qualitative information.
Lessons learned	It is a question of whether the practice specifies the conditions that occurred before and during the implementation of the initiative that should be taken into account for the success of similar experiences.
Sustainability	The financial sustainability of the initiative is assessed from the point of view of the resources required to carry out its main lines of action, as well as the sustainability of the results achieved, reflected in the level of empowerment and ownership of the actors, the development of individual and institutional capacities and the consolidation of alliances to make the initiative viable in the future.
Institutional capacity	It is related to the type of internal processes of the institution(s) or organisation(s) implementing the initiative and the skills development of the target population and the management of other indirect actors related to the initiative.

## 2. Second phase for the selection of inspirational practices

This selection was made under the criterion of the replicability of the practices. In addition to the elements provided by the organisations participating in the EU-LAC Foundation call and the EUROsocial+Programme, an analysis was carried out on the cross-cutting issues that contribute to the success of the initiatives aimed at supporting the empowerment of young women in Latin America and Europe and that could be replicated in other sectors or contexts and foster a horizontal dialogue between institutions and organisations from both regions in order to influence public policies.

Cross-cutting themes	Justification
Analysis of the context	It identifies whether the practice responds to an explicit analysis of the context in which they developed their interventions and whether the objectives responded coherently to it.
Integrity in the implementation of the initiative	It refers to the analysis of the initiative from different action fronts, given that the inclusion of women in the labour market does not only require access to and control of productive assets. Structural changes are also needed in the context in which it operates to facilitate women, particularly young women, access to more and better opportunities for job inclusion, as well as in their quality of life. Therefore, it is a question of identifying whether the practice itself implements actions of different types such as hard (technical) and soft (gender, self-esteem, inclusion or other) training that contribute to the empowerment of the target population. It is a question of whether the initiative contributes to lifting the barriers that young women face for inclusion in the labour market under decent conditions.
Stakeholder participation/ Alliances	The active involvement of the actors directly involved in the initiative is taken into account in all the phases of definition, implementation and monitoring of the practice analysed. As well as inter-institutional agreements to maximise results.
Gender approach	It identifies whether the initiative has as its explicit objective greater equality of rights between women and men and incorporates the gender approach throughout the management and monitoring process. This cross-cutting approach is complemented by a comprehensive approach.



Cross-cutting themes	Justification
Continuous Monitoring/ Performance Management	<p>It assesses the type and instruments used to track initiatives that are used to feed back improvements in implementation over the life of the initiative. As well as the mechanisms used by the organisations for accountability so that the actors involved know the results achieved, reflect on the changes that are required, but also with regard to indirect actors to promote knowledge of the experience and expand the number of organisations that implement actions for the inclusion of young women in the labour market taking into account the factors that affect their low participation.</p>
Capacity development	<p>It includes the development of capacities of both the target population of the initiatives and the reinforcement and qualification of the executors of the same. This line of work is considered key to ensuring that the actors involved achieve a high level of ownership and commitment in the follow-up of the initiative in the medium and long term.</p>

## ANNEX 2: DESCRIPTION OF THE PRACTICES BY TOPIC

Below is a summary of all the practices received in the call for proposals made by the EU-LAC Foundation and the EUROsociAL+Programme in January 2018. They are presented under a homogeneous scheme and have been reviewed by each of the organisations involved, and we thank them for the complementary information provided to the consulting team, as well as the review of their synthesis.

### 1. VOCATIONAL GUIDANCE: FROM STUDY TO WORK

#### 1.1. Scholarship Programmes for Higher Education and University Insertion “Acceder estudiando”. Argentina.

The programme is promoted by the Asociación Civil Mujeres 2000, an NGO made up of professionals and university students, mostly volunteers. Since 2000, it has been working with vulnerable groups in neighbourhoods of Greater Buenos Aires, promoting women’s, youth and family initiatives that foster the development of their potential.

The Scholarship Programme for Higher Education and University Integration “Acceder estudiando” has been implemented since 2010.

**Target population:** Young people aged 17-25 from disadvantaged socio-economic backgrounds in the neighbourhoods where the association Mujeres 2000 works.

#### **Problem identified and objective of the initiative**

Based on diagnoses made in Greater Buenos Aires, it was identified that families with great effort managed to get their children to attend primary and secondary school, but they do not have the economic capacity to continue their university studies. Although university education in Argentina is free, there are barriers that make access to these levels of education difficult or impossible. Factors that act as inhibitors to further education at the tertiary level include: precarious work to help support the household; the environment in these communities that generally does not encourage a long-term curriculum; the difficulties young people face when there are no social networks outside the communities themselves to find quality jobs; the lack of training on practical issues such as writing a resume, presenting in an interview, etc.

Faced with this situation, the Program set out to change the scenario by expanding the employability skills of young people, supporting them in their university studies to find decent jobs and become a reference point in their communities.

Another objective of the Programme is to strengthen the capacity of Mujeres 2000 through training, the development of procedural manuals and support for the construction of networks that promote the sustainability of the programme.

### **Strategy and methodology implemented**

The programme began with a pilot experience in 2010. Financial support is complemented by the transfer of skills and specific tools to young scholarship holders and, after their studies, by accompanying them in the process and planning for their first job search.

The Program offers 5 basic services: 1. Financial Assistance: a sum of money per month for 12 months for study and transport costs to prevent young people from working while studying. The scholarship is renewable for a period of time corresponding to 60% of the scholar's study plan. 2. Tutoring: academic with fortnightly meetings, providing academic and professional guidance to the scholarship holder throughout his/her career. 3. Extracurricular trainings: different trainings are offered such as study techniques, oral and written expression, CV writing, presentation in interviews, etc. 4. Support classes: in the subjects that the scholarship holders have more difficulties such as mathematics, chemistry, physics, economics. This service is provided on Saturdays and classes are taught by volunteers. 5. Work insertion: during the summer months, the scholarship holder carries out some work activity in a company, organisation or entity in an area relevant to his/her area of study managed by the programme.

### **Types of actions that characterise them**

This practice focuses its actions directly on the target population: The selected candidates begin a process of orientation to university life. They are accompanied in the decision making process of studying and what to study in a responsible and conscious way of their choice. Orientative tests are carried out to explore the potential, resources and limitations of the person and to take them into account when starting to study.

The programme also has a territorial impact at the community level, as it is part of the wider work of Mujeres 2000, which suggests that there is a community awareness of the results of the programme and, on the other hand, young people become active actors and promoters of the programme, as their experiences serve as an example for other young people on the possibility of accessing tertiary or university studies to obtain quality jobs.

The dissemination of the Programme is carried out by the young people themselves through networks and testimonial talks explaining their experience. Mujeres 2000 also does so through participation in networks of educational organisations where the methodology and experience of the programme is shared through Facebook, Twitter, Vimeo, LinkedIn, Youtube, Instagram and institutional page.

## Monitoring and Results

Mujeres 2000 has developed a follow-up system for the Programme that includes different instruments for monitoring the population served<sup>10</sup> (Mujeres 2000, 2018 mimeo).

Each stage of the process of accompanying the scholarship holder has concrete expected results: 1. Autonomy in decision-making in the field of study. 2. Use of tools to plan independently, organise your time and start the job search. 3. Staying in the programme with commitments and a sense of belonging.

### Quantitative results

According to data provided by Mujeres 2000 to date, they have covered 71 people, 52 women (73%) and 19 men (27%). As of April 2018, there are 41 active scholarship holders (58%). Five graduates (7%). The majority of scholarship holders (62 people) are in public universities and 9 in private universities.

Even though the Programme does not have a gender policy or strategy, the results have been favourable for reducing gaps. Out of five graduates, all are women and most of the newcomers each year are women.

### Qualitative results

The surveys of fellows address different dimensions and recommendations are made in the final part. According to information shared by Mujeres 2000, there is much acceptance of the programme and its usefulness (see example of Vanesa Romero below). Some scholarship holders, once they have completed their studies, become volunteers for the Programme.

### Sustainability

The programme has been supported by the financing strategy promoted by Mujeres 2000 and has received financial support from: CitiBank, Accenture, HSBC, Prudential Seguros, Tea Connection, Johnson & Johnson, World Bank, Fundación Banco Provincia, Comisión Nacional de Microcréditos, Dow, Total Foundation, Google, Banco Galicia, among others.

Of the total resources contributed by the different sources, 60% is earmarked to cover the Curriculum of 100% of each of the Programme's fellows and the rest (40%) is earmarked for

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<sup>10</sup> The OVU Report Model highlights the qualities of the person applying for the scholarship and makes recommendations for the staff who will accompany them in the programme. This report is key to the decision to award and renew the scholarship.

Dashboard (Excel format): measures the progress of each scholarship recipient at each stage, the quantitative record of achievements, evaluation of the level of compliance, for the renewal of the scholarship or not. The monitoring of each scholarship recipient is carried out up to the moment that they are able to enter the labour market.

Mentor Report Form: follows up on the quarterly progress of each scholarship recipient, including several dimensions: general information on the scholarship recipient; general information on the tutor; academic objectives; reporting period; commentary on the fortnightly meetings where emotional, emotional, family and social issues are discussed, academic aspects and adaptation to the university environment, participation in activities of Mujeres 2000, among others.

The Analytical User's Manual: a record of each individual trainee.

The General Follow-Up Manual: Follow-up to the work of the different areas of the programme with monthly updates.

operational expenses for Mujeres 2000. The current structure of the Programme's resources is: 34% from individual donors; 32% from companies (Banco de Galicia); 34% from other organisations.

The Program's resources are supported by Institutional Agreements between Mujeres 2000 and the funding agencies. Among these agreements are: since 2015 with Orientación para la Joven (Guidance for Youth), an NGO that aims to provide support, strengthen skills and bring opportunities to young people in vulnerable situations. Currently, 10 students are receiving scholarships under this agreement. Since 2016, Banco Galicia (Empowering Your Talent) has been financing the entire career of 4 students (6 years).

The future financial sustainability of the Programme, according to Mujeres 2000, will be ensured by focusing work on broadening the base of individual donors.

### **Challenges facing the organisation in terms of continuity of practice**

The vulnerability of the communities in which Mujeres 2000 operates and the relative lack of resources to promote programmes whose results are seen in the medium term (between 4 and 5 years' duration of careers) is one of the most important limitations. Given that the predictability of resources is a key element for the sustainability of the Programme, Mujeres 2000 has designed a 2020 strategic plan to increase the number of people receiving scholarships without losing quality, to increase job placement and, in particular, to give scholarship holders better access to career-related jobs.

As far as the organisation itself is concerned, it is necessary to adapt and develop new tools to improve (shorten) graduation times.

### **Why is it good a practice?**

Among the success factors are: the selection process, vocational guidance and personalised follow-up until the young people are able to complete their professional careers for job placement, the self-awareness of the scholarship holders with the support of psychologists and educational psychologists, the active participation of the scholarship holders in the whole process of the Scholarship Programme and the commitment to Mujeres 2000 that guarantees the effectiveness of the support provided by Mujeres 2000.

The organisations that have awarded awards to Mujeres 2000 highlight as elements of good practice: that it is an organisation that provides comprehensive services promoting community development; the scheme of mentoring and continuous monitoring throughout the career, facilitating labour market insertion in decent conditions.

## 1.2. Women's Technical Training School – Association of Women Builders of Condega, Nicaragua.

The programme is promoted by the Association of Women Builders of Condega, (AWBC), a non-profit civil organisation that promotes processes of economic, political and ideological empowerment that provide the basic conditions for the exercise of full citizenship for young women in northern Nicaragua as a means for their personal growth and professional training, as well as strengthening their participation and civic impact in the life of their communities.

**Target population:** Young women between 13 and 29 years old.

### Problem identified and objective of the initiative

Limited access and low quality of education. The lack of a policy that favours the integration of women into non-traditional technical occupations and the low quality of basic education, combined with the poverty of families, limit the participation of women in technical training. The **objective** of the practice is to promote the development of a training programme of its own, the result of a collective construction process, adapted to the reality and training needs of the women in the target groups.

### Strategy and methodology implemented

The AWBC developed its own training programme, the result of a process of collective construction, adapted to the reality and training needs of the women in the target groups.

The preparation of the Women's Technical Training School began in 2001 with the incorporation of the teaching staff, made up of qualified human resources already available to the Association and qualified personnel in the specialities that were recruited and trained in technical pedagogical processes. Once the teaching staff had been completed and trained, the process of developing and validating the gender and small business management modules, and subsequently the basic technical course programmes, began. Each course has its own manuals, primers, evaluation system and output profile.

The next step was the presentation of the training programmes of each course to the National Technological Institute (INATEC), the governing body of Technical Education in Nicaragua, for certification.

In order to address the gaps and deficiencies in formal rural basic education in Nicaragua, the curriculum of the AWBC core courses includes the complementary training component, which consists of providing reinforcement in the areas of mathematics, natural and social sciences, with content linked to technical training.

Parallel to the technical training, student follow-up was incorporated, which has a key component of personal and professional educational development, where the young women receive support and accompaniment, through training-reflection processes and coexistence practices aimed at strengthening their self-esteem, the development of social skills and assertive com-

munication, which contribute to overcoming the fear of facing the challenges involved in training in non-traditional trades for women. It is about providing tools for the development of self-confidence and security so that women learn to recognise their abilities.

In addition, the AWBC works with adults close to young people, the educational community, such as parents, teachers and community leaders to improve communication and confidence and to achieve greater support in recruitment and training. Before starting the basic technical training course, the participants receive the gender course “Road to Autonomy”. In the systematisation courses, gender content is incorporated into the training plan through discussions and collective reflection, and students also participate in the political action days for women’s rights developed by the AWBC within the framework of the Advocacy and Citizen Participation Programme.

From the logic of learning by doing, in the technical training courses of the AWBC, special emphasis is placed on practice, which is carried out in the facilities of the centre. Likewise, agreements and alliances are made with related organisations, owners of local carpentry, welding, electricity and private workshops to carry out internships and retraining practices, as well as specific work according to the trade learned with the support and advice of teachers.

## **Monitoring and Results**

The AWBC has its own monitoring and evaluation system, which is carried out through technical and methodological supervision and meetings with students and teachers. The evaluation of learning is carried out systematically in practice, each course has its own evaluation system with quantitative and qualitative indicators, as well as an output profile.

### **Quantitative results**

305 people trained. In the basic courses, 85% of the target was reached and in the systematisation courses, the target was exceeded, both in terms of the number of courses and participants, which reached 254, out of 100 initially planned. This was due to increased demand from pre-university youth and students in construction-related careers, as well as increased demand from women in rural communities for some courses such as soft soldering.

On average, women’s participation was 55 per cent over the five years. In the last two years (2015-2016), the participation of young women has tripled, with 87% retention in the courses and 90% of students passing with an average of over 70 points.

### **Qualitative results**

Trained women are gaining visibility and recognition in the community and their family environment. The young women question traditional gender roles, acquire knowledge and develop technical and personal skills for their empowerment and autonomy in the family, work and community spheres; they also adopt environmentally friendly practices, rational use of natural resources and rescue ancestral practices of natural construction, and diversify their knowledge and technical and work experience.

## Sustainability

The AWBC has infrastructure, equipment and committed personnel, one of the main sources of financing being the sale of products and services, through cooperation agreements with local authorities, companies, NGOs, universities and partner organisations. Also the generation of income from the courses, each course has a fee income, depending on the economic capacity of the students. The natural construction courses are self-sustaining.

In addition, the AWBC works with adults close to young people, such as mothers and fathers, the educational community (it has trained 305 people in basic courses and systematisation courses), teachers and community leaders to improve communication and confidence and achieve greater support in the recruitment and training process.

## Challenges facing the organisation in terms of continuity of practice

The challenges of the future force the organisation to expand and strengthen new and youthful leadership in the different areas of work. Within this framework, the process of self-organisation of young women has begun. From the “I was born to fly” processes, there is a group of eight to twelve young people with leaderships who identify themselves to work on the idea of creating a youth organisation as their own space and with the specific support of AWBC.

Re-qualification of monitors for the different technical trades. This aspect is linked to the previous one, where teaching and technical aspects must go hand in hand. The challenge is to continue with the training of young people (technical retraining) as experienced monitors in their trade as a priority to ensure local teachers and to rely less on external resources.

To date, the AWBC is implementing its fifth Strategic Plan (2018-2022), which requires funding to continue the practice until 2022. The great challenge is that INATEC does not suspend the validation that the courses developed by the Association have so far had.

## Why is it good a practice?

The AWBC has acquired prestige and recognition for the quality of its proposal and the contribution it makes to society, as it is a school fully managed and run by women and for women, as well as having a qualified and committed teaching team. This initiative has allowed it to generate a strong alliance with community actors and the families of students; with other women's organisations that share its principles: presence in networks and spaces, both of the women's movement and of social movements that work on gender and environmental issues; prepared young women who are role models for other young women; training with a highly practical component. The AWBC offers young women a safe space free from sexual harassment and the exclusionary power of men.

In the north of Nicaragua, AWBC is recognised as an institution that works for the defence of women's rights, generating visibility and recognition for women on a personal and collective level as active subjects, both in the family and in the community.



### 1.3. Women Builders – Towards their Political and Economic Empowerment. Bolivia.

The practice is promoted by Red Hábitat in coordination with the Association of Women Builders (AWB) of Bolivia. Red HABITAT is a private non-profit association, based in the city of El Alto, Bolivia since 2003, also works in La Paz. It began its activities in 1993 with the Housing Improvement Project.

RED-HÁBITAT works on the following topics: City Rights, Habitat and Housing; Urban Development and Planning; Risk Management; Environment; Economic Development; and Clean Technologies. Works with women, youth and neighbourhood leaders.

The Women Builders – Towards Their Political and Economic Empowerment initiative had two phases: Phase One: June/2010-December/2014 and Phase II: March 2016-February 2019.

**Target population:** Women dedicated to construction from 18 to 60 years old.

#### Identified and objective problem

In recent years, women have broken into traditionally male-dominated labour markets. This is the case of those who are currently engaged in construction to generate income, but this insertion is marked by inequality and discrimination based on gender. Women builders are paid 20% less than men for equal work. They opted for employment in the construction sector to benefit from the real estate boom and urban infrastructure investments made by local governments.

Women builders, in general, face multiple discriminations because they are poor, with low schooling, single mothers, heads of household and indigenous people. The information, knowledge and exercise of their rights is limited, the majority suffer domestic violence, harassment at work and sexual harassment generating a condition of high vulnerability. With the exception of those women who are employed as workers in municipal governments, the rest are not covered by social security or health insurance.

Occupational safety is extremely precarious and, despite the existence of regulations that oblige employers to create safe conditions for work performance, these are not particularly met in construction companies, much less with contractors who over-exploit women.

Within this framework, the objective of the initiative, understood as the purpose to be achieved in the medium or long term, is expressed as follows: “The living conditions of women builders who are empowered by their rights and achieve their economic emancipation have improved”. A. Meléndez (February 2018). Retrieved from the document of this call sent by the HABITÁ Network on Women Builders – Towards their Political and Economic Empowerment.

#### Strategy and methodology implemented

As a result of its experience in the implementation of development projects, Red Hábitat incorporates into the design of projects the strategic lines of research, training, technical assis-

tance, organisational strengthening, communication and dissemination that are in tune with political advocacy actions that allow progress to be made not only in complying with the committed results indicators but also towards the results of processes and impacts. In this methodological context, the experience has been implemented with actions and activities that contribute to these strategic areas of work. Thus, in the research component, significant contributions have been made to understanding the reality of women construction workers in the municipality of La Paz. In this strategic line of work, the systematisation of the experience was also developed, identifying the main lessons learned, difficulties, achievements and challenges that are very useful for continuity. To this extent, this component is closely linked to the communication and dissemination component that accompanies all activities and products, since it processes them in audiovisual production or design formats for publications that, once completed, are disseminated to various institutional actors.

The technical training in construction (they have 5 training manuals in construction) has been an important component of the experience, for the development of the contents and the adaptation to the target population, the methodological design of combination between theory and practice, the planning of the practice on site in spaces of social utility that contribute to the visibility and evaluation of what women are capable of doing. This training combined with the course in rights, political training and entrepreneurship has proved to be a useful innovation to empower women builders, increase their self-esteem, strengthen their confidence and pursue the dream of economic emancipation as a strategy also to reduce domestic violence that many of them declared to suffer from their family environment.

### **Types of actions that characterise them**

Red Hábitat with the technical assistance of the School of Municipal Managers (SMM) and the Municipal Autonomous Government of La Paz (MAGLP) prepares curricular designs using the methodology of competencies to facilitate a better learning scenario and the respective certification of the courses by the SMM/MAGLP in favour of women builders.

Accompany the organisational strengthening of AWB as a collective subject, a fundamental aspect, so that it becomes the legitimate body for representing the demands and rights of women construction workers. At the same time, it is the body that promotes participation in the elaboration of proposals that promote equality, the development of capacities for political advocacy, the formation of spokespersons so that they can be the protagonists of the struggles to reverse existing gender inequality gaps, discrimination, harassment and exclusion from social policies, including those aimed at care policies that are necessary for the effective exercise of their labour rights under appropriate conditions, avoiding overexploitation.

### **Monitoring and Results**

RED HABITAT has baseline and exit studies of projects, monitoring of indicators (first and second level) and sources of verification using the Results Framework. They have databases and tools to systematise the activities and processes that facilitate the follow-up, monitoring, ongoing evaluation and the generation of knowledge and information on women builders, published and disseminated. The implementation plan, which defines the time path, budgets and responsibilities according to the thematic area, is continuously monitored by the project

team. On a monthly basis, programmatic progress and budget execution are discussed with the institution's management.

### **Quantitative results**

More than 500 women trained. Opportunities Exchange and Tool Bank merged with technical assistance that allows a labour market insertion with competitive advantages and looking for market niches.

### **Qualitative results**

RED Hábitat reports that more and more skilled women are taking on a self-managed role in the construction market without the technical assistance provided by Red Hábitat. This is a result of impact that confirms that the route followed by the organisation can achieve sustainability by empowering women with the technical skills needed to maintain and grow their participation in a sector that offers better income.

The work articulated with various public and private sector bodies, supported by agreements and letters of intent that guarantee concrete results of associative efforts in favour of women builders.

It has been widely covered by the international media (CNN, Tele SUR, etc.), giving international projection to the experience and work of Red Hábitat has positioned itself in Bolivian society and is the object of study in academic research and theses carried out on the theme of "construction women", a term that has been positioned by the process developed by Red Hábitat since 2010.

### **Sustainability**

The institutional sustainability of AWB with legal personality (Dec/2017) is a reference point in the struggle for the rights of women builders, capable of continuing its work. On the other hand, the presence and inclusion of AWB in decision-making spaces such as the Women's Citizen Council of the Municipality of La Paz, where it is an active member on equal terms with the other organisations and institutions that form part of this institutionalized body at the local level within the framework of the Municipal Law of Participation and Social Control.

### **Challenges facing the organisation in terms of continuity of practice**

Some of the challenges that Red Hábitat points out are: to give continuity to the processes of technical training and rights to empower women builders towards their political and economic empowerment, adding to this the technical assistance, the Opportunities Exchange and the Tool Bank for their competitive insertion in the construction market. To obtain the approval of regulations and/or policies in favour of women builders. The strengthening of AWB, including its formalisation, leadership and legitimacy as the trade union body that fights for the rights of women builders and promotes the linkage with other local or national social policies. From a holistic point of view, to contribute to improving the living conditions of women builders (health, housing and the care economy, etc.), taking into account that a high percent-

age of women builders are heads of household; to deepen alliances with various public and private actors to promote decent work for women builders from an integral perspective and to insert the agenda of women builders into the global agenda of women.

### Why is it good a practice?

The experience is innovative for the following reasons: It strengthens the insertion of women in a non-conventional work environment that offers better incomes than others where women, in a situation of poverty, are confined; proposes an alternative route of insertion to that followed by men who work in construction (pawn, assistant, boatswain, master and contractor), since the challenge is for women to undergo more in-depth training in areas of systematisation such as painting and coatings that do not require extreme physical strength and where women can generate competitive advantages; women perform work placements where they become visible, sensitize the population, leave their mark and their work is socially valued.

The realization by women builders of mural painting with messages of inclusive and safe cities for women in degraded or unused public spaces have become spaces of social and intercultural interaction, making visible the role of women builders in the construction of the city.

### 1.4. Escola de Você<sup>11</sup> – “Your School” a free online school for women’s empowerment. Brazil.

The project was conceived and implemented by 2 renowned Brazilian journalists Ana Paula Padrão and Natalia Leite, and is promoted /organised by Tempo de Mulher<sup>12</sup>, an organisation focused on women’s empowerment. The project started in September 2014 and is still ongoing.

**Target population:** Predominantly “class C” women, who in Brazil are commonly accepted as middle class, covering most of the country’s population. According to project records, 25% of participants are between 18-25 years of age; 37% are between 30-39 years of age; 24% are between 40-49 years of age and 14% are over 50 years of age<sup>13</sup>.

### Problem identified and objective of the initiative

Brazil has many challenges in terms of women’s rights: social violence, inequality in the labour market, the “macho” culture are some of the difficulties that Brazilian women face every day, especially women at the base of the pyramid. With regard to women’s participation in the economy and their insertion in the labour market, low levels of self-esteem among women have been identified as a problem, as a factor that negatively affects their income, socio-economic status and entrepreneurial capacity. Faced with this situation, the project’s **objective** is to “Promote women’s economic income and autonomy through self-knowledge, entrepreneurship,

11 <https://www.escoladevoce.com.br/>

12 <http://www.tempodemulher.com.br/>

13 Some of the characteristics of the population served are: 18 per cent attended primary school (complete and incomplete), 19 per cent attended secondary school, 10 per cent had technical education, 26 per cent had university degrees and 27 per cent had postgraduate studies.

*empowerment and social commitment; empower women through knowledge*". (Escola de Você, email communication, April 2018) The programme aims to contribute to the development of the country with a relevant social impact through the empowerment of women and their knowledge and self-esteem. It also seeks to promote sorority.

### Strategy and methodology implemented

*Escola de Você* is a social inclusion and women's entrepreneurship project that has been developed with "new methodologies and contents in order to cross the boundaries in terms of disciplines, cultures, theory and practice". (Escola de Você, email communication, April 2018). The modality used is distance/virtual (online) education. Once registered, women have free access to 22 courses<sup>14</sup> on the distance learning platform, and to available learning materials. Each course consists of a series of videos that present situations of women's daily<sup>15</sup> lives –two to five minutes each– that women can use on a daily basis, allowing them to reflect on their behaviours (soft skills) and consequently on changing habits, values and attitudes. They can also interact with the teaching by email or through live "hangouts" that occur every Sunday. Through chat, students ask questions about topics covered in class and interact with teachers and colleagues. Online meetings complement the content of the platform videos and the school's methodology. *Escola de Você* also organises face-to-face conferences and study groups in different parts of Brazil.

The face-to-face meetings are conducted by the school's ambassadors, who volunteer for the project. For young women, the courses have 3 main areas: a) behaviour and lifestyle; b) personal and professional image; c) career and business; being these fields related to the promotion of self-esteem. All of them taught by a team of women specialists.

### Types of actions that characterise them

It is a **model of women's learning and empowerment** that makes use of virtual platforms to reach large numbers of women in many parts of the country. The project, conceptually and organisationally, focuses on women's empowerment as the key to entrepreneurship. The leadership of nationally renowned journalists has made it possible to achieve **partnership and cooperation between different actors**: local government, national government, civil society, academia and international organisations.

It is also characterised by the **alliances** formed in which each partner has a specific role to play in the implementation of the project. The University of Brasilia (UNB) has been responsible for certifying participation in the school, which together with the Inter-American Development Bank (IDB) developed the school's evaluation tool; the Brazilian Institute of Information Science and Technology (IBICT) provided the technological infrastructure –a server platform and partnership with telecentres throughout Brazil for women without a home computer; and the Federal University of Rio Grande do Norte (FURN) developed the portal for distance learning and transmission of "hangouts". Currently, *Escola de Você* is opening new alliances with different programmes, institutions and universities.

<sup>14</sup> <https://www.escoladevoce.com.br/#featured-courses>  
<sup>15</sup> <https://www.youtube.com/channel/UCukGCAd1zDgLqZ9QLdSqBgg/videos>

In 2018, the *Escola de Você* project inspired the creation of a television programme called “Superpowerful”, which is presented by Natalia Leite, one of the co-founders. The Super Powerful programme is inspiring millions of women through the content that has been worked on at the *Escola de Você* in recent years, such as entrepreneurship, financial management, career, self-confidence, etc. This is the first Brazilian television programme that has direct communication with women, and that contains topics that help women in their daily challenges. In addition to television, the programme can be viewed online, on the web platform and Facebook.

## Monitoring and Results

The follow-up of the work of the *Escola de Você* is carried out under a monitoring and evaluation system, where each week the students answer a questionnaire on the subject covered in the videos of the previous 5 days. By answering the questionnaire, the women have access to the contents and classes of the following week. For this to happen, the questions are based on internationally recognised scales as a reference in measuring self-esteem and well-being. The project also has a control group that registered and completed the questionnaire. This format with the control group was introduced at the suggestion of the IDB to seal/guarantee international research. Students are also encouraged to write daily in a kind of diary and record reflections and progress. In addition, the social networks and regional meetings organised by the students become extra activities that are used intensively to exchange experiences and help each other, becoming a thermometer for the organisers, and more tools to measure the impacts of *Escola de Você*.

## Quantitative results

Although no statistical details are available on the results of the *Escola de Você*, of the women attended, 50% are currently looking for a job or intend to change their job or situation within the next three months.

## Qualitative results

Some of the results that the students from all over the country had are: avoiding domestic violence, starting to understand their own worth, starting a new business or a new job, starting driving (many of them are afraid), starting university studies.

A video<sup>16</sup> with English subtitles has been made with quick testimonies of some women and how their participation in *Escola de Você* affected their work/vocational life.

## Sustainability

The project was written with its own resources and then alliances were sought to implement it, for example, with the University of Brasília (UNB), which developed the first study platform. With the growth of the project, the number of partners such as Grupo Boticário and Unilever was increased and they contributed their availability for the development of the contents on entrepreneurship, among other sponsorships and interested brands.

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16 <https://www.youtube.com/watch?v=gj5p4PGCly0>

*Escola de Você* is a legal entity, a social business that still requires financial investment from companies.

The next step is to provide financial sustainability to create a premium platform. In addition to the free courses of the *Escola de Você*, paid premium courses will be offered.

### Challenges facing the organisation in terms of continuity of practice

One challenge has been the difficulties in accessing the Internet in some parts of Brazil. Another challenge is the same characteristics of the participants. The number of young and adult beneficiaries shows that more than half of them have children, 46% have people who are economically dependent on them and 49% are married.

### Why is it good a practice?

Training by example', which is a characteristic of the methodology, contributes to the construction of a new female mentality that renounces competence in order to give way to the idea of collaboration, which is one of the pillars on which the project is based. The method of operation of the *Escola de Você* from a distance: *"Videos with everyday situations that explain the reason for the behaviours that hinder our lives –the lack, the competition between women, the guilt, the fear. And how to beat them!"*. (Escola de Você, email communication, April 2018) As a social business, its role is to help more women become economically and emotionally independent: *"so that from a situation of independence they can exercise freedom and choices made from a situation of conscience, not by the repetition of cultural models imposed on me by my gender* (Escola de Você, email communication, April 2018).

### 1.5. "Training programme for women in polymer transformation by injection", Municipality of Cali. Colombia.

The programme is promoted by the Undersecretariat for Gender Equality. The educational offer was made in 22 communes and 1 township of the city of Santiago de Cali during the year 2017.

The **Town Hall of Cali** has an Undersecretariat for Gender. This is part of the Social Welfare Secretariat, which is the body responsible for leading the promotion, protection, restitution and guarantee of the rights of those whose social, economic, physical or mental condition makes them vulnerable, through the formulation, coordination and implementation of social policies, within the framework of the Constitution and Colombian law. The Under-Secretariat for Gender Equity works primarily on issues of violence prevention and care.

**Target population:** About 24 women from the different communes were pre-registered, and the registration process was formalised for about 10 women from the city, and 5 women who are now in the practical stage of this technical programme continued their education. Most of them are women of limited resources, since those who showed the greatest interest in being part of this process were the women of the village of Navarro Playa Renaciente who, from a



socio-economic standpoint, have very marked inequality gaps, a fact that has made it difficult for them to access resources and university education.

### **Problem identified and objective of the initiative**

High levels of female unemployment (49.5%) related to low levels of education. From various studies analysed, we have found the need to intervene from the point of view of cultural constructions. In this case, we saw the possibility of transforming the logics of social interaction by generating employability bets for women from professional development to culturally assigned roles for men, such as training programmes in injection polymers, automotive mechanics, and motorcycle mechanics.

The main objective proposed by the Undersecretariat of Gender Equity with this initiative was to generate spaces for the inclusion of women in educational roles traditionally assigned to men, thus seeking to empower the women of Santiago de Cali and reduce the gaps in social and economic inequality historically attributed to women.

### **Strategy and methodology implemented**

The aim was to create institutional links between the municipal administration, the National Learning Centre (SENA) and the National Centre for Technical Assistance to Industry (NCTAI), which are the areas in charge of teaching these courses, in order to link a group of women in a curricular plan historically designed and offered for men, such as technical training in the transformation of polymers by injection.

The Undersecretariat for Gender Equality, which leads the economic empowerment team, carried out the process of convening and pre-registration. The selection process was carried out by SENA and NCTAI.

While the training process was taking place, actions were being taken to strengthen ties with companies focused on this issue, hoping to obtain job vacancies for professionals in the transformation of polymers by injection, achieving through management to strengthen these ties and locate women with one of the companies in the city of Santiago de Cali.

### **Types of actions that characterise it**

Technical training for women in traditionally male roles. Development of alliances with companies related to training topics.

### **Monitoring and results**

The evaluation was carried out directly by SENA and NCTAI. The Under-Secretariat for Gender Equality followed up with the request for compliance reports from the registered women.

Of the 25 women who were pre-registered, only 5 are finishing the course, which were located in one of the companies in the city of Santiago de Cali.



This exercise brought about changes, that is to say, women entered a space previously unknown to them and incorporated new practices and knowledge that allowed them to interact in a different way within the social, cultural and business spheres, since it opened doors to agreements with the business sector and aroused interest in promoting, from different spaces, the incorporation of new areas of employability for women.

### **Sustainability**

The sources of financing for this practice were clearly oriented towards the management capacity of the Undersecretariat for Gender Equality and its work teams, since it did not commit a budget, but rather human capital in the management process and its execution. The recognitions were measured in terms of the internal balance of the municipal administration and in this case in the agreements stipulated by the Undersecretariat for Gender Equality within the action plan of the Social Welfare Secretariat.

### **Challenges faced by the organisation for the continuity of the practice:**

This practice is viable, however, it is a question of breaking cultural patterns related to female and male stereotypes related to the world of work that women themselves cultivate.

### **Why is it good a practice?**

Because it is transforming vocational guidance and the choice of higher education in favour of breaking gender stereotypes in professional technical careers.

Similarly, it is an example of management, since the Undersecretariat plans to create transversal links that generate opportunities and that in turn reduce the existing inequality and inequity gaps.

In terms of management, the economic empowerment team has a skill that has made them a benchmark, as they advance employability processes by supporting the development of a resume, an occupational assessment and in turn a training stage. On the other hand, there is the strengthening of productive units whose purpose is to transform the lives of women and promote economic autonomy as a vehicle for the reduction of gender-based violence.

However, due to its nature, this experience should be supported by a series of activities related to overcoming gender stereotypes among the different actors directly involved. On the other hand, as Ana Carolina Quijano Valencia of the Under-Secretariat for Gender Equality of the Social Welfare Secretariat of the Municipality of Cali states, “the very low number of beneficiaries does not allow a clear assessment of the process in quantitative terms, but the individual impact that this process had on the lives of the women who joined it and also on the work of the Under-Secretariat for Gender Equality is noteworthy. This experience led us to rethink the processes of non-traditional roles, to work on other lines of strengthening the processes in terms of gender sensitization and accompaniment in the training process, since we are aware that remaining in a space traditionally seen as masculine is a major challenge that the Undersecretariat for Gender Equality intends to work on in the new processes that we are carrying out” (Quijano Valencia Colombia 2018).

## 1.6. To provide qualified training relevant under the Education for Work and Human Development modality as labour technicians in Housing for women in situations of poverty and vulnerability in the city of Cartagena. Colombia.

The body responsible for the practice is the AMANECER FOUNDATION, created in 1999. It supports alternative community projects that contribute to improving the quality of life of vulnerable and vulnerable families in order to create a more supportive and fraternal economic, political, environmental and social-cultural environment in the District of Cartagena de Indias and the Department of Bolivar.

The practice was implemented by the AMANECER FOUNDATION – CEMPRENDE – SENA in 2017. It has previous experience in 2013 and then 2017.

**Target population:** 113 vulnerable women in the slums of Cartagena and Bolívar in Colombia.

### Problem identified and objective of the initiative

Unemployment, low social security coverage, 13% of working women are in domestic service, a large displaced population, mostly women. Hence, the training programme arises from the labour needs of the city's tourism sector, detected by demand studies, which are answered with the human resource potential that exists in vulnerable communities that are in search of an opportunity. The objective is to provide qualified, relevant training under the modality of Education for Work and Human Development as labour technicians in Housing Services to women in situations of poverty and vulnerability in the city of Cartagena.

### Strategy and methodology implemented

In the agreements made in 2017, once the groups of young people were formed, the intervention process began, which took place in five stages:

**1. Awareness-raising and motivation:** a process that aims to make the beneficiary community and local partners aware of the terms of the proposal's approval. The methodology used at this time was:

- Informative and welcoming meetings.
- Motivational Lectures.
- Conferences on integration and coexistence.
- Alliances with local companies.

**2. Training process:** The methodology used for the development of the training activities was based on experiences and personal analysis of the needs, motivations and projections of the participants, accompanied by ludic and reflective methodologies. a) Ethics and Human Development: The human development programme is designed to strengthen the human

qualities necessary to live with dignity, reconquering values, with a positive mental attitude, in coexistence with society and the family. b) Training for Work in Accommodation: training designed under the approach of work skills, which ensures relevance and coherence with what has been happening and is to happen in the local context. This is done in real training environments (Cartagena Hilton Hotel), in a 50%.

The modules of:

- **Occupational Health:** promoted safe and healthy practices in work environments.
- **Information Technology:** Improved the students' office automation skills.
- **Technical English:** The training process provided the trainees with the development of technical knowledge and skills in the language.

**3. Psychosocial counselling:** The psychosocial care provided was aimed at providing the participants, their families and the community with the tools to restore their capacity for development in the psychological, functional, spiritual and social spheres so that they could resume their life project. These consultancies were complemented with welfare activities such as:

**a. Complementary services:** During the implementation of the project, the trainees were provided with days of care in order to offer comprehensive services for access to health, education, housing and registration programmes, among others, that enhance the health of the participants and their families, thus promoting a healthy, happy, pleasant and productive life. Activities carried out in agreement with Department for Social Prosperity (DSP)), Cartagena District Town Hall, Coosalud Foundation, and CONFA-MILIAR.

**b. Financial support:** The aim of this activity was to provide apprentices with the necessary financial resources to obtain documents, personal presentation, transport and unpaid internships in accordance with the negotiations carried out with the companies.

**4. Accompaniment and monitoring of the labour relationship and supervision of internships:** The process of employment was accompanied by a team of professionals who, in direct contact with the company, carried out a performance evaluation and, when necessary, designed improvement plans to guarantee the permanence of the participant in her position. This accompaniment allowed to have the perception of satisfaction of the employer regarding the participant with her work opportunity, the acceptance of the participant in the company by her colleagues and superiors, the levels of productivity with respect to the others, the compliance with the schedules and rules of the participant and the fulfilment of the commitments of previous visits. From the linked participant, it allowed to know the degree of satisfaction with her work opportunity, the perception of the participant of her acceptance by colleagues and higher, the levels of productivity with respect to the others linked, the adaptation of the participant with work schedules and rules, compliance with payments and social and parafiscal benefits and compliance with the commitments made by the participant in previous visits.

**5. Accompaniment and follow-up:** to check the difficulties and successes that were presented in the different stages of the project. The process was based on the results of the baseline and also included: technical committees, results evaluation and impact evaluation.

### Types of actions that characterise them

Training of the target population, introduction to the work environment and, accompaniment, alliance with business groups, agreement with DSP, District Town Hall of Cartagena, Coosalud Foundation and CONFAMILIAR.

### Monitoring and Results

The programme has a duration of one year. It has managed to implement the following:

In 2013, in agreement with the United Nations Development Programme (UNDP), 60 women were trained. As a successful process, the agreement with UNDP was repeated in 2017 and 28 young people were trained. Also in the same year, an agreement was signed with the Social Foundation, with whom 25 young people were trained. There are currently 113 young people assisted.

With the survey of the baseline, the socioeconomic conditions and part of the family dynamics within the households of the participants were known. The Baseline Report document was generated.

With the psychosocial training it was achieved that the young women strengthened their capacities and abilities both human and labour, developing their capacity of leadership and teamwork, of vision of future, creativity, responsibility, motivation to the achievement and redirecting their life through the formulation of a project of life.

With the Training for Work in Accommodation we were able to offer a technical career to women who previously did not have any kind of training for the job and with this:

- The completion of 100% of the training hours provided, within the academic stage.
- The development of training in real work environments.
- Minimize dropouts by providing transportation subsidies to students.
- Acquisition and compliance with standards and service protocols for the kitchen, room and restaurant areas.
- The active and constant participation of an average of 90% of the students with the desire to improve their quality of life and grow as a person was maintained. Timely compliance of students with their class uniforms, despite financial difficulties.
- Dropout rate of 3%, which is equivalent to a student who did not complete the training process.

- 100 per cent of young women who have been in the programme were enrolled in internships.
- Sixty-seven per cent of the young women were employed on fixed-term employment contracts with legal benefits.
- Twenty-one per cent of the girls were recruited as extra staff at their internship sites.
- Increase in the level of family income by 35%, with current legal minimum monthly salaries earned.
- Satisfaction of immediate employers for good student performance in assigned areas.

## **Sustainability**

Good labour integration and support processes allow the sustainability of the results achieved.

The positive success of the experience; the strategy developed with respect to the training processes, the partnership processes developed with multiple institutions, both public and private; the fact that the experience was repeated over time, makes us consider that this experience is sustainable.

## **Challenges facing the organisation in terms of continuity of practice**

The follow-up visits and accompaniment of the students and their families are perceived as an act of responsibility of the programme towards them, which makes them feel important, valued in all their integrity and reduces the degree of mistrust that some may have regarding the veracity of what is offered by the project; moreover, it achieves greater proximity and familiarity of the participants towards their advisors.

## **Why is it good a practice?**

As the executive director of the Amanecer Foundation states: “The key to the success of the intervention lies in the fact that the training provided at the Foundation takes into account not only doing but being, giving great importance to human training, so that young women feel capable of carrying out different tasks, reinforcing their self-esteem, their capacity for resilience, their leadership, and in technical terms because it is a training relevant to the needs that exist in the city (Jiménez Malagón, Colombia 2018 document sent to the call); in addition, the foundation is in alliance with multiple public and private institutions that guarantee spaces for internships and working relationships for the participants, which results in an improvement in the quality of life of them and their families, in a reduction in the level of stress and problems within the households due to economic difficulties.

## 1.7. Development of Capacities for the Entrepreneurship of Young Mothers, Prometeo Académico C.A. Venezuela.

**Prometeo Académico – Venezuela**, is a self-administered virtual education platform, which generates content tailored to the learning needs of the learners, to develop effective and real skills demanded by the labour market.

**Target population:** Young mothers (18-49 years old) of the children and adolescents served by the community canteen of the Alas de Amor Foundation, located in the community of the Villa del Rosario, in the municipality of Rosario de Perijá in the State of Zulia in Venezuela.

### Problem identified and objective of the initiative

Mothers of families, mostly heads of households, with a basic level of education, without professional training, with an evident presence of extreme poverty, who are in vulnerability of their fundamental rights: food, health, education and recreation to the members of their family nucleus. For the past five years, the Alas de Amor Foundation has provided nutritional assistance to children and adolescents from the community of 6 de Agosto, coming from families who live in the vicinity of the municipal garbage dump. Its inhabitants (especially children and young people) take advantage of the arrival of the garbage trucks that go to the dump on the side of the area to check what they can find among the garbage they can find useful for sale as a means of survival. The vast majority of these children come from single-parent<sup>17</sup> or assembled<sup>18</sup> families. As for the academic level of the population served, 26.83% are illiterate, 61% attended basic education, and 12.20% completed high school, a situation that indicates the conditions of vulnerability to the country's terrible humanitarian crisis.

The **objective** of the practice is to facilitate a space to influence the human development and job training of the mothers of the children and adolescents who are assisted by the Alas de Amor Foundation, with the purpose of promoting their personal development and economic independence in order to subsequently design their empowerment project, in favour of benefiting their families, favourably influencing the satisfaction of their basic needs by enhancing their own capacities.

### Strategy and methodology implemented

Through the Action Research, strategies were implemented that allowed the recognition of the community, as well as its characteristics and needs. A census was conducted with the personal data of the population to implement a timely social intervention, where the community participated. It is implemented in two phases: **I. A training cycle**, comprising the following modules: Identity Theory, Personal Leadership, Assertive Communication and Emotional Intelligence. **II. A training cycle**.

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<sup>17</sup> Only the mother is present with the children.

<sup>18</sup> Reconstituted couples who share the coexistence with their children as a result of their previous relationships.

With this project, new methodological strategies are implemented that create adequate spaces for the personal leadership that corresponds to each one of the participants, which will be replicated as an experience in other localities of the Municipality. To promote the project, SOS Children's Villages were contacted, Unión de Ganaderos de la Villa el Rosario (UCBVR), Civil Association Diverse Citizenship Foundation (CADCF) and National Human Rights Commission (NHRC) with which institutional agreements were established, with the purpose of articulating efforts to influence the guarantee of rights.

### **Types of actions that characterise them**

Training processes, implementing new methodological strategies that create adequate spaces for the personal leadership that corresponds to each of the participants.

Establishment of institutional agreements with vocational training schools to establish support networks to generate social impact and strengthen citizens' rights.

### **Monitoring and Results**

This project supports the work carried out for many years by the Alas de Amor Foundation. The population that benefits from this project is directly 120 women, young mothers selected through a socio-economic study carried out on the mothers and representatives of the canteen.

### **Quantitative and qualitative results**

They are not yet available as the project is in its initial phase.

### **Sustainability**

This project is suggested to be executed with the mothers of the children and adolescents who benefit from Alas de Amor, in a rural community context from March to December, a time in which it is hoped to achieve not only the training of the sample population (120 women), but also to make time to coordinate some sources of credit financing for the promotion of socio-productive projects that arise as an initiative among the participants. The material and training will be carried out by Prometeo Académico C.A., serving as a multimedia platform for the elaboration of the instructional design and its subsequent digitalization and dissemination to the selected population.

### **Challenges facing the organisation in terms of continuity of practice**

This project supports the work carried out by the Alas de Amor organisation in an assistential way, through the provision of the children's breakfasts and spiritual guidance for them and their families, since it opens the opportunity to develop a space for the training of the mothers of the children and adolescents who are cared for in the dining room, allowing them to develop according to their abilities, skills and interests for work, overcoming the logic of assistentialism which, when it is established as the only option before the basic needs of man, destroys the human being and enslaves him.

## Why is it good a practice?

At the beginning of the intervention process in the community on 6 August, the action research showed that the mothers of the beneficiaries needed to look for tools that would enable them to improve the quality of life of their family group. As the coordinators of the Alas de Amor y Prometeo Académico Foundation affirm, “from the point of view of institutional work, it is important to highlight the conception of the human being by addressing the different aspects: biological, psychological, social and spiritual. Therefore, it is essential to generate spaces that allow mothers to build their life project focused on the exercise of their rights as citizens within an adverse social context” (Quiroz and Campoverde, Venezuela 2018).

On the other hand, it partly allows us to overcome the logic of assistanceism with which this population has been assisted to date.

Also, Prometeo Académico C.A. has extensive experience in online development and face-to-face training, having among its projects the Crecer Bien Peru Project and the BOD Foundation’s Entrepreneur Training Program in Venezuela.

However, the project is still in the implementation phase and no results are available. On the other hand, in this initiative, by its very description, the work of Alas de Amor stands out more than that of Prometeo Académico.

## 1.8. Network of Ambassadors for Gender Diversity in the World of Work and Professionals Bas-Rhin Women and Family Rights Information Centre (CIDFF67). France.

CIDFF67 is an association that for more than 40 years has promoted the social, professional and personal autonomy of women and equality between men and women in all areas. The Network was founded in 2015.

**Target population:** Students; job seekers; adults who are undergoing career change; professionals in employment; teachers and professionals in public institutions; professionals working in professions that are atypical for their sex, or “not traditionally female or male”; all audiences.

### Problem identified and objective of the initiative

Currently in France, vocational guidance is still strongly divided by gender: only 12% of jobs are called “mixed” employment and female employment is concentrated in 12 occupational categories out of a total of 87. A profession is considered “mixed” when women and men account for 60-40% of the workforce (the second sex representing at least 40%). Some occupations are characterised by the almost total lack of men, while others leave little or no room for women. The stereotype of physical strength (boys are more likely than girls to value endurance, physical strength and endurance), which is also found in sport, makes it difficult to recruit women into some professional categories. This gender division in careers



can be seen as a major factor in the persistence of inequalities between women and men in the labour market. A government plan, launched in 2014, aims to increase the share of mixed professions from 12% to 30% by 2025. The aim is to use gender diversity in the world of work and professions as an economic lever and on a territorial scale, as a tool for professional integration. In this context, the Bas-Rhin Women and Family Rights Information Centre decided to develop the action: Network of Ambassadors for Gender Diversity in the World of Work and Professionals.

The **objectives** of the Network are (a) to identify and combat gender stereotypes and discrimination in the professional world; (b) to make opportunities more accessible for women in traditionally male occupations and for men in traditionally female occupations; this is done by promoting equal access to jobs and professions culturally determined by gender stereotypes –increasing the vocational choices of women and men to achieve equal opportunities and representation in the world of work. It encourages, for example, girls' interest in promising sectors of employment (such as construction, transport, food shops, etc.). At the same time, young men should be encouraged to join the health and social professions (personal care and services, child care and education, etc.).

### Strategy and methodology implemented

The Network is made up of 11 women and 3 men between the ages of 23 and 42, working in trades known as “non-traditional” male or female. They all volunteered to hold workshops in schools or with jobseekers, to lecture at institutions on the issue of gender diversity in the world of work and professions. Several means are used to recruit ambassadors: talking to partners, to nearby businesses, in schools, etc. It's about selecting motivated people who are eager to learn. As a strategic axis, a gradual growth of the network is promoted, in order to be able to adequately accompany all its members, hoping to reach 20 Ambassadors by the end of 2018 at the regional level. There is also a virtual<sup>19</sup> communication platform to disseminate the Network, which is characterised by a youthful, energetic and dynamic positioning to respond to the public according to their average age and expectations.

A set of support<sup>20</sup> materials has been developed for ambassadors in their awareness-raising activities; (a) a brochure to introduce the Network; (b) two posters; (c) a guide to good practices and communication without gender stereotypes; (d) a folder containing the 14 profile sheets of ambassadors; (e) a briefcase specially created for easy transport of the materials; (f) an educational kit: “Guess what my work is”, devised by CIDFF67, which consists of an exchange of questions and answers between the ambassadors and the public.

The main objective is to deconstruct stereotypes, to get the public to open their minds and reconsider employment opportunities and reorientation options. A Facebook and Twitter page has also been launched. In this way, people who cannot be in direct contact can communicate with the Network to ask questions and request interventions anywhere in the region.

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<sup>19</sup> <https://mixitepro.com/>  
<sup>20</sup> <https://mixitepro.com/ressources/>

## Types of actions that characterise them

The Volunteer Network offers testimonies about their non-traditional employment/professional choices and encourages young people to make vocational decisions without feeling restricted by gender stereotypes. The **interventions are direct** in schools and virtually. It is based on the creation of **alliances** and collaborations with professionals, companies, schools, women's networks, etc. High quality communication materials are produced and disseminated.

## Monitoring and Results

To monitor and evaluate the results of the practice, a statistical system based on record sheets and satisfaction questionnaires has been created. These tools comply with the requirements of the European Social Funds. To assess the impact of the Network, testimonies of professionals and people who attended the meetings with the ambassadors are gathered. These qualitative data are analysed and allow the needs of future stakeholders to be refined and the scope increased. Regular meetings are also held with the ambassadors to obtain their comments on actions taken and to find volunteers to speak at future events. Great importance is attached to their opinion and their needs are better met through training in topics such as public speaking, training on professional equality and women's rights. In this way, motivation is cultivated and the Network operates more effectively and efficiently. Ambassadors are motivated to continue their work, and there is a growing demand for them in schools or employment-related structures. By the end of 2018, some tools will be established to monitor and evaluate the sites virtually (such as Google Analytics).

## Quantitative results

During the last 3 years, 1,083 people have been in direct contact with the company: 696 women (64%) and 387 men (36%), with a significant increase each year, where women rose from 105 in 2015 to 414 in 2017. While men went from 137 to 704 in those years respectively. **CIDFF67** estimates that the reach may have been greater if the website and social networks are included.

The evaluation processes have revealed the following factors that facilitate young people's access to non-traditional gender careers: (a) positive and concrete examples, (b) training of those responsible for school guidance, (c) dialogue with teachers and families, (d) awareness-raising in enterprises and (e) training of human resources managers.

Analyses of the evaluation data have indicated that it is necessary to expand the Network and further strengthen the training of its members (public speaking, deconstructing stereotypes, etc.).

## Qualitative results

Contact with the Network makes it easier for people to "think outside the box", to become aware of gender stereotypes, prejudices about men's and women's careers and gender equality in general, and to broaden their way of thinking and making decisions about their employment options.

For now, the Network is too young to determine exactly how many people decided to pursue a non-traditional gender career after meeting with the ambassadors. The role of the Network is informative, aims to deconstruct stereotypes and convey the message that everyone is free to choose. The more you get to touch people, the more you break down stereotypes. Thus, a Red is one of the levers in the evolution of professional equality, but it is not the only one.

### **Sustainability**

Funding for the period 2015-2017 came from multiple institutional partners: the Greater East Regional Directorate for Women's Rights and Equality; the Greater East Region; and the Co-financing of the European Social Fund. Funding for 2018 is expected to be obtained from the same partners.

The Network is currently completing its launch test phase and can now optimise its operation for the coming years, subject to funding.

### **Challenges facing the organisation in terms of continuity of practice**

As an association (NGO), the main challenge is to find sufficient funds to allow the action to continue. The voluntary nature and low membership raises doubts about the capacity for coverage and scope. The Network must grow and recruit new ambassadors in order to expand its reach, without losing its quality and relevance.

Another challenge in terms of labour integration is significant, as it can be seen that the less mixed the employment, the more difficult it is for employers to recruit. There is a correlation between sectors whose occupations predominantly attract only women or men and unmet recruitment needs (e.g. the digital sector). However, professional diversity represents a major economic challenge. Recognising these linkages helps to set new priorities for gender equality, including the targeting of new audiences.

In this context, it is important to take into account that there are still obstacles in society associated with entrenched gender stereotypes, lack of knowledge of career guidance, fear of difference and failure, loneliness in work sectors marked by gender stereotypes.

### **Why is it good a practice?**

It allows young men and women to have access to the opportunity to expand their occupational choices. The strength of this Network lies in its ambassadors. They give examples of professional success and demonstrate that fulfilling a career choice is possible with courage, willingness and an open mind, regardless of gender, and despite obstacles. Ambassadors are very open with people: they answer all questions about their profession, studies, difficulties and mistakes. It is very reassuring for a student or job seeker to talk to someone who has been through the same difficulties.

The Network is a simple, unique and innovative idea in France. The CIDFF67 has created the concept and there is no other that is currently working on the issue of gender diversity in the working and professional world in France.

**Vocational guidance, retraining and job search** are interlinked and require the deconstruction of employment-related gender stereotypes until society evolves sufficiently to establish effective occupational equality between men and women.

CIDFF67 is part of the Charter of Territorial Excellence and is a signatory to the Charter of the High Council for Equality between Women and Men. It is recognised by the French Ministry for Women's Rights.

## 2. LABOUR INSERTION IN MARGINAL AREAS: CARE FOR VULNERABLE GROUPS

### 2.1. Programme to Support the Educational Completion and Labour Inclusion of Vulnerable Youth and Mothers of the Municipalities of Posadas and Garupá, Misiones. Argentina.

The Programme has been implemented since 2009 by the organisation known as “*Citizen Participation Party*” (CPP) of Misiones, Argentina.

**Target population:** Young people of school age (with priority women) and young mothers of the 470 families in the Santa Clara II and Prosol I neighbourhoods.

#### Problem identified and objective of the initiative

In 2008, a technical study carried out in the urban areas of Posadas and Garupá in the province of Misiones, identified aspects of the vulnerability of the population, identifying the factors that act as a brake on poverty. Education is a key element in the development of territories for social mobility, the fight against poverty and the future projection of excluded sectors of society. Within this framework, the **objective** of the programme is to provide support and support to school-age young people, giving priority to the participation of women. As well as promoting empowerment and local capacities for the development of alternatives that allow young people to overcome their vulnerable conditions.

#### Strategy and methodology implemented

The practice began in early 2009 as a pilot in a neighbourhood of Garupá and later expanded to other neighbourhoods in response to population demand. The first stage of the practice in Barrio Santa Clara II (Garupá) consisted of the teaching of support classes, the construction of the first Support Centre (attention to 43 young people), the creation of community participation bodies and the promotion of social and labour inclusion.

In 2016, the programme, in addition to educational support and health, nutritional and psychopedagogical controls for young people, includes the implementation of training workshops for mothers (promotion of entrepreneurship, healthy cooking courses and the establishment of a school greenhouse garden as a space for learning and solidarity service) and the development of urban vegetable gardens for family sustenance. The educational space for learning “healthy eating, community and collaborative cooking and enterprise management” is strengthened (CPP, document sent to the call, January 2018:3).

From the Participatory Support Centres (spaces provided by the neighbourhood community), the programme is implemented with 4 intervention axes: **1. Development of educational opportunities:** social inclusion and mobilization. It promotes the reduction of educational gaps by providing the target population with tools for their professional insertion into the labour market and improving their quality of life. **2. Generation of spaces for community participation:** recreational and cultural days in public spaces in the neighbourhood. **3. In-**

**stitutional strengthening and generation of networks:** contributions of resources and time from the community and public bodies in the improvements of the Centre to generate instances of participation of social and political actors and the definition of needs through networking. **4. Capacity building for sustainable production:** education and information for healthy eating and entrepreneurship is promoted for young people and mothers where they learn how to prepare their food, nutrition, development of family enterprises, as well as the development of a community vegetable garden/greenhouse.

### Types of actions that characterise them

The programme has a direct impact on the local development of poor communities and in particular their target populations.

### Monitoring and Results

To monitor and follow up on the programme's indicators, the CPP provides constant and comprehensive monitoring and impact assessments. The latter use a quasi-experimental model, making measurements before and after the intervention in the groups, based on indicators of school performance, nutritional status and the number of enterprises initiated. To this end, partnerships are developed with different public and private sector institutions in the territory (Government of the Province of Misiones, NGOs, teachers, doctors, educational psychologists and other independent professionals).

### Quantitative results

Throughout the 10 years of the Program's operation, it has been reported that more than 1,200 young people (68% female) have dropped out of school. A significant improvement in the school performance of students: 95% were able to continue or complete their studies. Assistance to young people of mothers of more than 76 families in the two years of implementation of self-support and family integration activities and training to 76 young people and mothers in healthy cooking, development of urban gardens and entrepreneurship workshops.

### Qualitative results

The development of self-supporting activities and family integration. Many women are reported to have started their own businesses at home with the help of their children. Social changes are envisioned through support for comprehensive and inclusive education for school-age youth and their mothers. The initiative has made an important contribution to reducing repetition, school dropout and mitigating the main causes of the problems. On the other hand, it makes it possible to overcome the logic of assistance from the perspective of public policies aimed at the population in a situation of high vulnerability and poverty.

### Sustainability

Since 2009, the Programme has been financed by the CPP's own resources and, as the results achieved with the programme became more visible, the number of co-financing organisations

expanded. Since 2013, the CPP has also been supported by the Government of Misiones and other NGOs in the province.

### **Challenges facing the organisation in terms of continuity of practice**

While there is a provincial and municipal context of high levels of poverty, one of the main challenges of the Programme is to expand its territorial scope in order to meet the growing demand in communities in other districts of the province and the need to have funding for its replication.

### **Why is it good a practice?**

Periodic monitoring with impact evaluation and constant and comprehensive support have improved school performance and nutritional status, increasing the number of enterprises initiated. This influenced the extension of the experience that began in a poor neighbourhood in Garupá in 2009 to other neighbourhoods in similar conditions in Posadas.

According to the information provided by CPP, the experience influenced to overcome some of the emotional resistances existing in poor neighbourhoods, achieving the involvement of the provincial government. The results of the programme also highlighted the relationship between young people and gender, educational inclusion and expectations of social mobility.

## **2.2. Work Insertion Program for Craftswomen of the Association for the Social Development of Craftswomen in Salinas. Ecuador.**

The Association for the Social Development of Craftswomen “Texal” in its role as representative of the craftswomen of the Salinas parish, Bolívar province, has been working since 1974. Its mission is to “Strengthen the socioeconomic development, quality of life, community practice, human and artisan capacities of the craftswomen of Salinas through the strengthening of the productive process and the commercialization of our products at a national and international level; rescuing and preserving the cultural identity of our people”<sup>21</sup>. The labour insertion programme for the craftswomen of the Association for the Social Development of Craftswomen in Salinas has been promoted in Ecuador since 2017 by the Association.

**Target population:** Mothers of families and craftswomen from the Salinas parish.

### **Problem identified and objective of the initiative**

Salinas de Guaranda is located in the centre of the Ecuadorian highlands. It is characterised by the practice of solidarity economy and fair trade. Its population is made up mostly of Kichwas and mestizos. The Social Development Association “TEXAL” brings together 110 indigenous

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<sup>21</sup> Association of Social Development of Craftswomen TEXAL. Mission and vision. Document downloaded from the website: [www.texsal.org](http://www.texsal.org)

and mestizo women between 25 and 74 years of age, craftswomen who work with their hands on natural wool yarn (sheep, alpaca, cotton) (Document sent to the call, 2018:1).

The problem identified was that 36% of the organisation's members had no income because they were not able to produce quality fabrics. Hence, the **objective** of the Program is to "Contribute to the improvement of the economic income of the members through the strengthening of the artisan workshop and diversification of the textile offer of the Association for Social Development of Salinas" (Document sent to the call, 2018:1).

### Strategy and methodology implemented

Under the logic of capacity building, the programme implements different strategies: **1. Business strategy:** based on the SWOT analysis, the strategic plan of the organisation for the future development of the organisation is defined. **2. Functional strategy:** the definition of the hierarchy and partnership functions to delegate responsibilities and distribute tasks. **3. Political strategy:** participation of the local government of the area and the National Public Procurement Service (SERCOP) for the Association to become a provider of state institutions. **4. Commercial strategy:** marketing plan to promote new products locally and nationally, establishing relationships with suppliers of raw materials, inputs, machinery and tools.

### Types of actions that characterise them

The initiative has had an impact on **economic development at the local level** and has strengthened the **capacities of craftswomen**.

### Monitoring and Results

For the development of the training plan, a process is carried out that starts with the gathering of information on the needs of craftswomen, the objectives and scope of the project are shared with the beneficiary group and with the presence of the support entities (local government and SERCOP). From there, the commitments and responsibilities of the parties are defined and a schedule of the activities to be carried out is established together with their respective budgets. The Association monitors and follows up the activities of the programme on an ongoing basis since, as suppliers to the State, they require supervision of product offerings.

### Quantitative results

The Association has a repowered dressmaking workshop suitable for the production of 3,000 adult fabric uniforms and 5,000 children's fabric uniforms per month. 93% of the craftswomen are certified in cutting and making up by means of 200 hours of training. 35% of the members increased their monthly income by 20%. There are currently 36 master dressmakers.

### Qualitative results

Within 15 months of starting the practice, the local microenterprises have a supplier of school uniforms, sports uniforms, work clothes, hospital lingerie, in Salinas and for an area of 35km around. The Association is a supplier to the State with a catalogue of textile products. It has im-



pacted at the local and regional level. At the local level, it created 36 permanent jobs for the members who improved their working conditions. The Association is part of a network of more than 60 organisations supplying the State with textile products and, therefore, with regional impact.

### **Sustainability**

Currently, 20% of the practice is financed with the organisation's own resources and the remaining 80% comes from the Instituto de Economía Popular y Solidaria del Estado.

The Association has a "Strategic Plan for the Association of Craftsmen Malecón de Salinas, Province of Santa Elena, 2013"<sup>22</sup> –for five years so that the members can generate more income. The Strategic Plan was developed under an agreement with the Faculty of Administrative Sciences of St. Helena Peninsula State University (Communication by email: Livia Salazar, 25-6-2018).

### **Challenges facing the organisation in terms of continuity of practice**

Limited institutional resources to finance project activities, the acquisition of raw materials and the replacement of obsolete textile machinery. Therefore, one of the basic conditions that the Association considers essential is that at least 60% of the funding must be available at the beginning of a programme of this type and the amount must be managed. Another obstacle to this type of programme is the lack of flexibility of institutions to grant loans to finance social benefit projects.

The persistence of elements in the social imaginary and attitudes within the community and its institutions invisibilise and hinder the work of craftswomen, among them: the lack of recognition of unpaid domestic work, the machismo of their partners, the lack of time to participate in workshops, sessions and socializations, the incipient education of women in rural areas that does not allow them to learn new job skills.

Despite being a recent programme (2017), according to information presented by the Association, it has produced some concrete results. The central challenge lies in the continuity and attainment of resources to sustain the practice among the members of the TEXAL Association.

### **Why is it good a practice?**

The methodology used by Texal promotes the open and motivated participation of 110 members, which contributes to the identification and adequate selection of the craftswomen, as well as their specific needs, which, together with the development of the technical capacities of the members, ensures effective results at the local level.

On the other hand, the previous socialization of the Programme, as well as during its execution, was determinant for a greater involvement of governmental and community actors, specifically SERCOP.

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22 Karla Estefanía Láinez Lino, 2013. "Strategic Plan for the Association of Artisans Association of Malecón de Salinas Province of Santa Elena in 2013". Freedom. Ecuador. St. Helena Peninsula State University. Faculty of Administrative Sciences. School of Commercial Engineering. Business Development Career.

An adequate hiring of professionals for the administration of the Program and the rehabilitation of the workshop ensures the quality of Texal's service to its members.

### 2.3. Community Saving with Women, Youth and Children in a Municipality of Alta Verapaz. Guatemala.

The initiative is driven by the **Association of Friends of Development and Peace (AFDP)**, a non-governmental, philosophical, cultural, social and educational organisation, founded with the aim of promoting integral development, for which it has implemented different educational and training processes that contribute to the generation of new forms of thought and action for the knowledge of civil, citizen and constitutional rights of the different sectors that make up the Republic of Guatemala. The initiative was implemented from December 2015 to July 2016.

**Target population:** youth, youth and women in territories that have been characterised by youth migration.

#### Identified and objective problem

The rural areas of the department of Alta Verapaz have the highest levels of poverty. According to the National Statistics Institute (INE) the number of people with disabilities is as high as 78 per cent owing to the lack of opportunities for the majority of the population. Carcha, the largest municipality in the Department of Alta Verapaz, presents high levels of poverty due to the fact that its roads are impassable in vehicles in the winters, there is no investment in new production processes, there are few job opportunities, the few there are to work on farms as day labourers in the case of male farmers and those who do not find have to migrate to the urban area of the municipality to seek employment, often do not get it and are dedicated to selling sweets on the streets.

In the case of women, the situation is more complicated, since there are no opportunities and they regularly work as domestic servants in their homes and at a very early age they get engaged to marry and make new families to repeat the cycle of poverty. Their level of education is low, with the majority of them attending primary school and, to a lesser extent, secondary school. It was the motivation of some women who wanted to improve socially and economically that led to AFDP's decision to take the initiative to save money for investing in their own businesses. Within this framework, a strategy was implemented to support Primary Agents of Change -PAC-, as references in their communities. The initiative has two specific **objectives: 1: Strengthen the technical and organisational capacities** of 350 PACs belonging to rural communities in the municipality of San Pedro Carchá in savings and community loans. **2: Strengthen the technical capacities of financial education and entrepreneurship** of 50 PACs belonging to rural communities in the municipality of San Pedro Carchá.

#### Strategy and methodology implemented

A community savings process was implemented, the functionality of which was based on the education and training of PAC, which are children, young men and women. Once they

became aware of this, they began the process of saving by operating two cycles for a year, while at the same time they began to invest in these savings, promoting the germ of a rural microfinance company for the youth and enterprises. To this end, groups were formed with a well-trained leadership to make decisions regarding the management of the group.

The process for the implementation of the initiative was as follows: first of all, the communities were selected taking as information the background of the population in projects related to the enterprises, accessible communities, given that AFDP did not have many resources for the transfer of the technical team and mainly communities that had basic education institutes in the telesecondary modality.

Once the communities were identified, AFDP visited the communities to sensitize the community authorities integrated in the Community Development Council and to have their support in the convocation of young people and the viability of self-management on the part of the young people within the community.

With the support received and the convocation made by the adult leaders, we proceeded to pre-register the young people interested in each of the communities, by filling out forms with socioeconomic information and mainly identifying the interest of the young women. The final registration was made in a second visit where the youth made the decision to participate in the experience.

This method of saving consists of each woman contributing a capital of 50.00 quetzales, equivalent to 6.6 dollars for 5 weeks, which is equivalent to 10.00 quetzales per week. In the second week, the fund already had a capital that allowed it to start loans to the same women members of the group, with an interest rate agreed upon by them. In the 7 months that the cycle lasted, the money was invested, and generated more profit.

### Types of actions that characterise them

One of the novel aspects of this initiative is that it began with a **bottom-up savings methodology**, electing the steering committee, training young people in organisational methodologies, managing funds to make the savings system sustainable, investments, accounting management, regulations and procedures to increase capital and make loans inside and outside the group, and forms of monitoring and evaluation. **Technical assistance** is key for groups to take ownership of the initiative and continue to work with their savings.

### Monitoring and results

There is a system in place, agreed and consensual with donors, but no monitoring system. This agreed system is part of AFDP's operational structure.

### Quantitative results

Through this initiative, AFDP provided care to 568 people, including children, youth and women, of whom 171 (30%) were young women in 11 savings groups. The funds raised by women compared to young men exceeded 600%.

The women who applied for loans from the fund created used it to invest in their businesses, in the production of güipiles, shawls and woven tablecloths. In other cases, it was for home consumption.

### **Qualitative results**

The formation and participation of the Management Committees in the community savings process and the installed capacity to continue saving and investment, generated a positive attitude of the savings habit and the practice of values, influencing the development of enterprises. The members of the savings group act with responsibility, solidarity, honesty, honesty, honesty and equal participation. The self-help project, due to its characteristic of not providing seed capital, denotes a high degree of sustainability, given that it originates with resources from the community itself and breaks with the paradigm of paternalism.

### **Sustainability**

The youth groups that participated, such as telesecondary groups, and teachers were part of the process. Capacity building of communities is key to the sustainability of the initiative.

The adult women and young women participants took ownership of the process and continue to put it into practice. The responsibility of contributing to the livelihood of the family and generating their own income motivates the groups to continue to grow stronger.

### **Challenges facing the organisation in terms of continuity of practice**

Most of the women in the savings groups are illiterate, which made the process of identifying women who could be leaders complex. The low dynamism of the areas where the population lives can be an obstacle for the women who make up the savings groups to develop productive initiatives that yield profits or to become sustainable cooperatives. Another challenge is to break with gender stereotypes in families, where young women are confined to the home for domestic work, which is a brake on overcoming them as individuals. Another challenge is to achieve participation and recover the value of teamwork, cooperation and solidarity, which is being lost due to the individualism that prevails in society in general.

### **Why is it good a practice?**

It is an experience of self-help and self-sustainability. Key to the success of the initiative was the motivation and accompaniment of the technical team towards the population that joined the management committees. The fact that the experience was in the communities themselves did not imply additional expenses, which, together with the credibility of AFDP with a background of work in rural areas of Alta Verapaz, affected the appropriation and assumption of the discipline of saving and identifying their capacities.

## 2.4. Guidance and support for the economic autonomy of migrant women, ASSOCIAZIONE ALMA TERRA-CENTRO INTERCULTURALE ALMA MATER; Ejecutor Gruppo Accoglienza, Piemonte, Italy.

The Alma Terra Association was founded in 1990 with the meeting of a group from the Women's House in Turin and a group of migrant women who started an ambitious project: the creation of an intercultural women's centre. She had the support of the Municipality of Torino and the Regional Commission for Equal Opportunities of the VI Circoscrizione, as well as many women's associations and some women from the trade union organisations and the Alma Mater Center.

The Centre, run by AlmaTerra, is a practical and symbolic place of intermediation between women and the city, between women themselves and between them and as an intercultural laboratory.

**Target population:** The number of female migrants received in 2017 was 895. 53% of women are between 18 and 29 years of age, with limited resources and a usually low level of education (average of 8 years of schooling).

### Problem identified and objective of the initiative

Problems of poverty and strong cultural differences make it difficult for migrant women to enter the country. The **aim** of the initiative is to provide an introduction, training and holistic support to women who decide to live in Italy, providing technical and emotional tools to undertake a successful integration process in the country.

### Strategy and methodology implemented

The service is proposed as a space for listening and communication aimed at socially marginalized women and, in particular, migrant women, aimed at information, guidance and strengthening skills through: **1. training**, training courses in Italian, mathematics and computer literacy and support for women in the acquisition of autonomy tools; **2. Guidance and accompaniment to work**, offers information on possibilities of insertion in the labour market with the construction of individual projects and routes according to the needs and characteristics of each one; **3. accompanying the development of professionalism** for women who choose care or domestic work; **4. network lobbying** with other associations in the territory to encourage the development of specific training workshops for family assistants; **5. accompaniment of the GrAFT group** (Turin Family Assistants Group) in the creation of a self-organised structure of professional assistants. It also has legal and psychological consultancy services, a documentation centre and library, communication services, intercultural initiatives, an early childhood area with a baby sitter service and a microcredit area.

### Types of actions that characterise them

**Training, psychological support, intercultural processes**, construction of individual strategies of insertion into reality. **Partnership** processes with the Servizio Stranieri e Nomadi of the

Municipality of Torino and with many other initiatives: “Tavolo Asylum” of the Municipality of Torino, Tavolo Donne dell’UPM (Ufficio Pastorale Migranti), Tavolo del Gruppo Abele (Tratta), Collaboration with Asai, Ufficio Pastorale Migranti, Acli Colf.

### **Monitoring and results**

Training and empowerment activities are constantly monitored by a team of a psychologist, a labour law expert and four cultural mediators, a mixed group of native (Italian) and migrant women. Each year, changes and/or adjustments due to the economic context, demand and supply are evaluated and workshops are planned based on the results of the initial strategic analysis.

### **Quantitative results**

In 2017 there were 5 courses of 17 lessons each for a total of 44 hours for groups of 20/23 women called “socialization courses for Italian healing models”. Ninety-eight women participated and at the end of the course, 75 diplomas were awarded after passing a final oral and written test. To access the course, women must pass an Italian language exam, agreed with the Italian language laboratory of Alma Terra.

### **Qualitative results**

The project funded in the years 2006/2007 for the Piedmont Region is still in operation, thanks to which the Piedmont network of intercultural centres for migrant and native women was developed. The network is made up of associations and informal groups that carry out autonomous activities in 20 localities in the region.

### **Sustainability**

The initiative is financed by: the annual contribution from the “Compagnia di San Paolo” Foundation in Turin, the Banca Intesa San Paolo, projects carried out with public and private bodies and through fund raising. On the other hand, many of its activities are based on volunteerism. This is an initiative with more than 20 years of experience, with constant monitoring that allows us to redirect the practice according to its results. It is also recognized by government institutions, such as the mayor’s office, and has multiple alliances. Many partnerships have developed over the years in networks and in collaboration with other agencies and institutions: Donn@work- Centri Interculturali del Piemonte; Collettivo Civico delle Donne; Forum del 3° Settore; Libera Piemonte; Tavolo Asilo To; Coordinamento Donne contro la Violenza; Casa dei Popoli Settimo; AFRI-TO – Assistenti famigliari Provincia di Torino; Rete Europea Buone Pratiche per l’Integrazione; Archivio delle Donne in Piemonte; Centri Permanenti di Istruzione Adulti (CPIA) Via Bologna; Transatlantic Forum on Inclusive Early Years (TFIEY); Youth Empowerment Partnership Programme (YEPP); UNAR; FA BENE; Asociacion Tampep onlus; Associazioni Cristiane Lavoratori Italiani (Acli) dei Collaboratori Familiari (Colf); l’Associazione Professionale Italiana dei Collaboratori Familiari (API colf); Amici di Lazzaro.

## Challenges facing the organisation in terms of continuity of practice

To give continuity to the complexity and comprehensiveness of the activities developed and the services offered with the current financial support and with the support of the volunteers and the women beneficiaries themselves. Promote integration activities with the various territorial communities.

## Why is it good a practice?

It intervenes positively in a key issue such as **migration**. It supports the processes of **multicultural integration** without denying the different cultural identities. It offers an **integral strategy** that unites subjective elements with objective elements of reality. It keeps alive the interest in migrants and marginalised people by promoting **volunteering**.

Since 1993 there have been many publications related to the initiative. The Association has been recognized as a good practice experience by the Institute for the Development of Vocational Training (ISFOL). The Association has been cited as an example of good practice in the European Union for its work with migrant women<sup>23</sup>.

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23 European web site on integration, <https://ec.europa.eu/migrant-integration/intpract/lavoro/lavori>.

### 3. PROMOTION OF WOMEN'S ENTREPRENEURSHIP

#### 3.1. Creating skills, building women entrepreneurs: Comprehensive business training for women entrepreneurs. Mexico.

**Crea Comunidades de Emprendedores Sociales A.C.** is a Civil Society Organisation established in 2008 that develops and implements unique and personalized programmes to empower and empower women entrepreneurs and businesswomen in socially and economically marginalized areas. It responds to the needs of these women through a participatory and practical methodology and personalized<sup>24</sup> services.

Practice Building skills, building women entrepreneurs: Comprehensive business training for women entrepreneurs has been implemented since 2014.

**Target population:** Mexican women between the ages of 17 and 65, self-employed, with a business idea or with an operating business and little knowledge of information technology, business, management and financial skills.

#### **Problem identified and objective of the initiative**

Women face great difficulties in accessing decent jobs, 47% of women participate in the workforce versus 82% of men. Higher unemployment, fewer opportunities to participate in the labour force and when they do, they are often forced into lower quality jobs. Within this framework, the **objective** of the practice is the implementation of "an innovative business training programme for women entrepreneurs: to promote economic empowerment, generate income and employment opportunities, bring about structural change in society that allows women to enjoy conditions of substantive equity and integrate a Support Network for Women Entrepreneurs that functions as a safe space for networking" (CREA, 2018:2). Document presented in convocation. January 2018).

#### **Strategy and methodology implemented**

In 2013, a first evaluation of the CREA<sup>25</sup> Programme was carried out, the results of which showed the positive impact the programme was having. This evaluation identified that the methodology for developing entrepreneurial skills has positive effects on the financial and managerial skills of women entrepreneurs. It also identified areas requiring further attention (see qualitative results for details). Based on the analysis of causality and the impacts of hard and soft skills training on improving women entrepreneurs' knowledge of how to successfully run a business and adopt more profitable practices, CREA coordinated with the Fresse Group, a research group at Leuphana University, to include the personal initiative module in the manuals and training tools that seek to support the economic development of Mexican women and promote their participation in the workforce. Hence,

<sup>24</sup> Crea Comunidades de Emprendedores Sociales 2015. Retrieved from <http://www.crea.org.mx/>

<sup>25</sup> Calderón, Cunha and De Giorgi. 2013. "Business Literacy and Development: Evidence from Randomized Controlled Trial in Rural Mexico". Massachusetts. United States. National Bureau of Economic Research. NBER Working Paper Series.



the initiative combines the development of hard skills (management skills) and soft skills (personal initiative)<sup>26</sup>.

The course begins with the identification of the women who have a business or an idea for it, continues with the introduction to the programme through an informative talk and the development of a training during 3 or 4 months, depending on the days per week in which it is implemented (3 days per week). The organisation has a portfolio of methodologies with clear objectives and results from each training module: personal initiative; business skills, knowledge of the existing legal framework, business plan formulation; development and use of digital tools in partnership with Facebook and Google; group links and technical assistance.

## Monitoring and Results

CREA has developed an innovative system for monitoring the performance and evolution of the beneficiaries, known as CREA System 2.2. This is an online platform where information on the beneficiaries is captured. Such information is collected through surveys and other instruments. The information collected includes: Registration data (contact, socio-economic and business data). Diagnostic data: baseline survey (measurement scale of managerial, accounting and computational knowledge, psychometric scales of personal initiative). Evidence of training: attendance at training sessions, homework, satisfaction surveys. The satisfaction surveys on the contents of the training sessions allow CREA to know in detail the concerns and particular needs of women and to make the necessary adjustments to the training programmes through a process of continuous improvement. Follow-up surveys of beneficiaries are applied between 6 and 8 months after completion of the course and are compared with data from the diagnosis or baseline. CREA's system has 4 functions: I. to generate inputs to measure CREA's operational progress. II. to generate the information needed to measure the progress of its operations. Generate inputs to measure the quality of the operation of CREA. III. Generate inputs for donors and key stakeholders of the initiative. IV. Generate inputs for the ongoing evaluation of CREA's programmes.

## Quantitative results

The application of the registration, diagnostic or baseline surveys, training evidence and follow-up of the CREA 2.2 System has allowed the organisation to have information on 30,183 women, 23% (6,916) young women between 15 and 29 years with an average schooling of 11.5 years: the average age of the universe of beneficiaries is 39 years, 12.2% of the women attended did not complete primary school.

The 2017 impact assessment document of the World Bank (WB)<sup>27</sup> presents the results of the population served by CREA in comparison with the control group, highlighting the following among its conclusions: the trained women had a 6% increase in knowledge of business management, a 13% increase in the adoption of business practices (business and commercial performance), increased their weekly earnings by 10%. 16% increase in formalised businesses and 8% increase in paid wages.

26 The training takes place in 60 hrs. (16 sessions of 3 hrs. each). The programme was evaluated by the WB.

27 World Bank. 2017. Impact Evaluation of a Large Scale Female Entrepreneurship Pilot in Mexico. Report No: AUS9542 United Mexican States. 20 June 2017. GTC04. Latin America and Caribbean.

## Qualitative results

After 6 to 12 months of training, the training programme positively impacts the performance and entrepreneurial attitudes of women entrepreneurs in Mexico. It is a cost-effective intervention per woman as after 30 weeks of training the cost of training the client is covered.

The training has had a positive economic, social and personal impact that contributes to the reduction of the gender gap. The preliminary results of the WB mid-term evaluation indicate among its findings that the programme seems to achieve the generation of business knowledge among women entrepreneurs who receive training, who adopt better business and management practices; it seems to generate awareness in terms of the potential and profitability of the business; women who receive training seem to have a higher level of formalisation and better access to financing. The latter is important because financial constraints are one of the main factors preventing small businesses from growing and surviving.

The same WB study indicates that variables related to personal initiative do not seem to be affected by treatment in the medium term. This result differs from those observed in previous studies that applied these soft skills courses. One possible explanation for this might be that the CREA programme is even more focused on hard skills with more hours dedicated to this type of knowledge. From the point of view of the consulting team, and based on the analysis of the contents and variables included in the follow-up surveys, it is observed that it is a very complete instrument in technical matters, but these do not reflect the problems faced by women with unpaid work.

## Sustainability

Since 2014, CREA has developed a strategy to diversify funding sources for the initiative. In 2014, the CREA Program received financial support from the National Institute of the Entrepreneur, state governments, Banorte and USAID. In 2015, with resources from the National Institute of the Entrepreneur, state governments, The Tides Foundation, WB, Halloran Philanthropies, Google and INMUJERES. In 2016, with support from the National Institute of the Entrepreneur, state governments WB, Facebook, Cartier Charitable Foundation and Coneval. In 2017, with the National Institute of the Entrepreneur, state governments, Facebook, Cartier Charitable Foundation, Banafont, Pro Mujer, Seguros Monterrey and Trust for the Americas.

CREA Comunidades de Emprendedores Sociales has generated a network of institutional allies with whom it collaborates in a multilateral way to guarantee the sustainability of the programme. Part of its strategy is to have at least 3 funders combining public and private funds to ensure the predictability and timeliness of the resources required at each centre to carry out its operational plan. Currently, it has a network of more than 350 allies in the states of Mexico belonging to public and business organisations, women's associations and universities<sup>28</sup>.

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28 Public sector: Federal Government (institutions that support women and finance productive projects). State Government (Secretary of Local Economic Development, Local Entrepreneur Institutes, State Funding, Women's Justice Center). Municipal Government (community development centres, women's institutes, economic development directorates). Educational institutions (autonomous universities). Among private institutions: companies, banks and microfinance institutions, NGOs, private universities and independent specialists.

In order to ensure future financial sustainability, CREA, in coordination with the WB, is developing actions to know and determine the number of women who would be willing to pay for the services offered by the organisation, particularly part of the cost of training. Another line developed for the sustainability of the Program is the creation of a network of graduates to cover some areas of CREA's services. A third action is to carry out collective funding through public platforms accompanied by a digital marketing strategy to raise funds nationally and internationally.

On the other hand, the sustainability of the initiative is based on contact with the community, which is guaranteed by the hiring of personnel at the local level where CREA's centres operate.

### **Challenges facing the organisation in terms of continuity of practice**

Scale up the programme because the training is face-to-face and expensive. To partially overcome this constraint, the WB study points out that market failures would require the use of government subsidies aimed at promoting training and improving management practices as a means of improving their access to financial resources.

In terms of policy design, cross analysis shows that women who establish businesses in male-dominated sectors perform better than those in traditionally "female" sectors. A challenge is to identify the long-term channels through which this relationship operates.

There are some factors not observed in the econometric analyses conducted by the WB that affect the outcome of the performance training and may be related to personal initiative. In this sense, for long-term monitoring it is important to construct better measures for these variables in order to test this hypothesis.

### **Why is it good a practice?**

The program's causal chain was built on research findings and the empowerment of women's hard and soft skills in business success (Evidence-based training methodology). This is an element that is also highlighted by the organisations that have granted some acknowledgements to CREA.

The integral approach allows the target population to be provided with a set of skills that promote the adoption of entrepreneurial behaviours and attitudes for innovation and the resolution of the problems of women entrepreneurs.

### 3.2. Promotion of women's entrepreneurship by uniting voices, weaving together hope", CSDC. Colombia.

The **Corporation for Community Social Development (CSDC)** ands an NGO that was founded in the late 1980s by some leaders of the Cristo El Rey Church-Shrine of Peace and teachers from the Gethsemane School, under a vision of community social work to support vulnerable families in the municipality of Tierralta. It is considered an organisation of national and international reference in the promotion of human dignity and sustainable development. It guides and accompanies processes of restoration of rights in communities towards their transformation of life, and influences the framework of social and environmental impact policies. It has its headquarters in Sincelejo, Montería and Tierralta.

**Target population:** 67 Rural women between the ages of 18 and 71 who are victims of sexual violence in rural areas in 3 departments and 13 municipalities: Department of Córdoba (Montería, Puerto Libertador, Montelibano and Tierralta), Department of Antioquia (Necocli, Arboletes, Turbo, San Juan de Uraba), Department of Bolívar (Cartagena, El Carmen de Bolívar, San Jacinto, San Juan Nepomuceno and Zambrano).

#### Problem identified and objective of the initiative

Violence against women is a systematic, widespread and invisible practice within the Colombian conflict. Rural women belonging to ethnic minorities affected by sexual violence with social disabilities, psychological and emotional scars. The objectives of the practice (2016 to 2018) are: to listen to and raise the voices of silenced and invisible women, diagnose and identify needs and priorities, mobilize communities to address and prevent sexual violence, articulate and involve local governments and civil society organisations in capacity building and empowerment of women survivors of sexual violence.

#### Strategy and methodology implemented

Formation of the work team and participating partner organisations. Selection of the women in the target group. For this purpose, territorial criteria were used, such as ease of access, territories permeated by the criminal activities of organisations in armed conflict, socio-political criteria such as displacement, sexual violence, crime, and criteria related to the non-governmental supply map of the presence of civil society organisations. Initial approach to the population within the research through the women's group. Territorial delimitation of the investigation. Definition of the qualitative approach within the research. Use of semi-structured interviews as a data capture instrument. Formation of focus groups. Signing of confidentiality agreements, principle of voluntary participation and clarity of ethical considerations. Immediate counselling and psychological help. Protection and security measures for complainants who are victims of members of illegal armed groups. Economic support and encouragement to business units associated with Tearfund and criteria related to the empowerment and strengthening of active civil peace and women's movements.

### **Types of actions that characterise them**

Strengthening of the target population, not only at the psychological level, but also at the economic level, through support for productive unit ventures towards the construction of autonomy.

At the same time, processes of sensitizing the population and protecting women from situations of violence are being implemented.

### **Monitoring and results**

The results of the research were organised according to the topics of discussion, as well as the common thematic areas that emerged and that were identified through an analysis of the data collected in all the groups. About the meanings, sexual violence is the worst thing that can happen to a woman. In the context of the armed conflict, 39 (58.2%) were victims of violence by these groups, used to intimidate, intimidate, silence and enslave them. Many were abandoned by their husbands. Among the survivors, 28 (41.7%) reported being abused within the family. Most of them by their husbands. They are afraid of being punished or rejected by their families. All participants said they were silent because of a deep sense of fear: fear of what would happen if they told family members or authorities about their experiences; fear of abandonment; fear of rejection; fear of reprisals and threats; fear of stigma and fear of death.

As a result, the women overcame grief, fear and silenced their voices. They were considered to be in better psycho-emotional states. Some developed economic ventures from successful productive units involving other women, towards building autonomy. Awareness was raised about the protection and prevention of new forms of sexual violence.

### **Sustainability**

The initiative is funded by Tearfund, CSDC, ABColombia, Restored, and CAFOD (Catholic Agency For Overseas Development).

Strengthening women and raising community awareness are key to the sustainability of the results achieved.

### **Challenges facing the organisation in terms of continuity of practice**

The issue of violence affects the entire population, and there are and still are many voices of survivors silenced in other regions of the country. On the other hand, the testimonies of the survivors assisted by the project indicate that more interventions and investments are needed to provide an effective response to this problem.

### **Why is it good a practice?**

Evidence of how violence is not only war, but can also be domestic. It promotes the strengthening of the community social fabric and the empowerment of women. Facilitates the over-

coming of psychological and emotional states of women victims of violence as illustrated in the publication *UNITING VOICES, WEAVING TOGETHER HOPE*<sup>29</sup>. It promotes their social inclusion, management and interlocution capacity, as well as economic entrepreneurship initiatives currently in operation. It shows how women are more successful and responsible in the management of resources, the management of their productive units and tend to include other segments of women.

### 3.3. Strengthening of agricultural and environmental practices in the creation of microenterprises for the economic support of students. Cauca, Colombia.

The practice, which began in 2008, is implemented by the Ethno-educational Technician Agro-environmental Campo Alegre institution, Colombia, which is part of the institutes of Caloto, one of the 42 municipalities of the department of *Cauca*. In the institution's curriculum, the culture of the Huellas Caloto Indigenous Reservation, with its beliefs, vision of life and the universe, is protected in the pedagogical books with its learning, study plans, performance evaluation and indigenous educational games.

**Target population:** Students between the ages of 15 and 23 from the indigenous ethnic group who attend the secondary school of the institution.

#### **Problem identified and objective of the initiative**

Indigenous communities occupy depleted land that they exploit with little or no technical assistance. This situation determines low levels of productivity, an incorrect use of agrochemicals, high production costs and low quality of agricultural products. The problem as such is not the soil; the lands are very productive because they are located on the western flank of the central mountain range, therefore, they are very rich in minerals. The problem lies in the lack of job opportunities in the area for the people of these communities, due to the lack of businesses, experience of the population and studies that allow them to set a clear goal with respect to their life plan. The few official technological support programmes have been decontextualised from the indigenous reality, therefore, there is strong support for strengthening alternative agro-ecological production systems in accordance with the realities of the community and its ecosystems and the respectful use of Mother Earth.

The **objective** of the practice is to strengthen agricultural and environmental practices in the creation of microenterprises for the economic sustainability of the student from the classroom and that respond to the needs of the communities of the reserve. Therefore, this project becomes a mandatory requirement for students to graduate and have their family microenterprise.

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29 Osorio Fabra Sonia Luz & Puerta Ibeth (2018): Listening to Survivors of Sexual Violence in Colombia, Tearfund 2018. The printed material can be downloaded from the link: [www.tearfund.org/sexualviolence](http://www.tearfund.org/sexualviolence).

## Strategy and methodology implemented

Agricultural and environmental training begins in sixth grade with a **theoretical-practical approach**; in ninth grade the student must plant the first 1,000 coffee plants with associated crops and the teachers of the institution make visits to observe the process; the teachers write a document for each visit established in the field to each of the students. When the student reaches the eleventh grade, he gets his first harvest from his first job with his parents and teachers. The second phase of this experience takes place in the eleventh grade where the student sows the new coffee seedlings (1,000) with intercrops and raises the smaller species to scale. In total there are three pups in the year to be able to provide protein to their families and neighbours; in this process, three visits are made by the teachers and before the end of the course the student sustains in an educational assembly what he or she did during his or her stay at the institution, summarized in his or her graduate work.

## Types of actions that characterise them

Strengthening of students in agricultural and environmental practices, involvement of students' families, creation of family microenterprises, alliances with coffee entrepreneurs (Federation of Coffee Growers) for the sale of microenterprise products.

## Monitoring and results

As described above, the follow-up, training and application of the acquired knowledge are continuously monitored by the teachers of the institution, whose records are kept according to the system established by the institution. At each visit by the teacher, the teacher should give a quantitative and qualitative note of the student's work.

## Quantitative results

600 students, 364 women and 236 men completed the courses.

## Qualitative results

Family micro-enterprises were created. Many of the students have managed to maintain and expand coffee plantations and generate employment for local residents, especially for women who are unemployed and young mothers, heads of households.

## Sustainability

This initiative has already been taken on as a practice of the Institution, therefore, financially, one part is covered by the student and his/her family and the other by the Federation of Coffee Growers through the School and Coffee programme as part of its curriculum.

The highlands of Caloto are now coffee-growing areas and most of the students sell the product in the coffee growers' federation. They are competent young people in the agricultural and environmental fields. There are women and men who graduated from this institution at present with coffee plantations with more than 7,000 plants that generate employ-

ment throughout the year for other young people in the area. They are young people who propose and speak with clarity about the topics they have learned and their benefits. This experience as evidenced is for mixed audiences, but it is worth noting that the number of women is higher.

There is constant support from the federation of coffee growers as they buy the produce that leaves the farms from current and former students and provide subsidies to those who have a coffee ID. The other crops are sold in the town centre, in the same area or bartered (exchanged) with the neighbours; the meat is sold and the contribution of protein in these households is also present thanks to this initiative, which was born as a result of a joint effort so that the students had a source of employment and during their school years did not drop out of school. It should be noted that the other institutions of the reserve have begun to implement this experience due to the success and acceptance of the project.

### **Challenges facing the organisation in terms of continuity of practice**

The project is a mixed one, aimed at men and women, although the latter are in the majority. Considering the patriarchal culture of the indigenous reservation, the main challenge is to strengthen the status and position of women in the communities. For this reason, the Institute has been relying on the Women's Program of the Indigenous Footprints Reservation, which began to be organised with the support of Father Antonio Bonanoni in 1996, where it began with workshops in the northern area, working with handicrafts, painting and embroidery.

### **Why is it good a practice?**

In a context of poverty and marginalization of the population due to their ethnic background and particularly of women, due to their gender, an initiative is inserted that has a significant impact on transforming the conditions of the ethnic population and in this case particularly of women, projecting them as subjects of productive economic processes for their communities and their families, significantly alleviating the conditions of poverty in the area in which they operate.

### **3.4. Inclusion in the labour market of young feminist peasant women in the department of Estelí, Nicaragua.**

The programme is driven by Entre Mujeres Foundation (EMF) The organisation was founded in 1995. The EMF is feminist and is made up of rural community leaders from "Las Segovias", committed to the strategic gender and class interests of rural women. It promotes ideological, economic, political and organisational empowerment through formal and non-traditional education programmes, sexual and reproductive rights, the fight against violence, access to land and diversification of production under a sustainable livelihood approach for adults and young people. It works for women without and with land, organised in a formal and informal way, has a solid organisational fabric in which women in the communities are protagonists of the development policies promoted by the EMF.



**Target population:** Young rural women living in rural communities who are relatives of organised women who have participated in the ideological, economic and organisational empowerment strategy promoted by the EMF.

### **Problem identified and objective of the initiative**

The EMF, as an organisation of rural women working to achieve women's economic, ideological and organisational empowerment, has been shaping a rural development proposal from a gender perspective. Since 1996, the EMF adopted a reading of the situation of women, affirming that gender subordination in the rural world is expressed in unequal access to resources, mainly land; in male authority in household decision-making; in illiteracy; in the lack of control over reproductive capacity and their very bodies; in the use of violence; and in exclusion and marginalization from all decision-making and power. Based on this reading, the EMF shaped a proposal for the empowerment of women, understood as a process by which women gain control of material and symbolic resources that reinforce their protagonism in all areas.

The **objectives** of this initiative are: to promote an autonomous and specific space for young rural women; to articulate practical interests and strategic interests of rural women; to promote an organisation of rural women whose priority would be to defend their rights.

### **Strategy and methodology implemented**

It is important to note that the shared experience does not respond to a specific project, but is an institutional strategy defined in the EMF Strategic Plan, which has been implemented through the development of different projects in the period indicated. The proposed route of change has been based on the development of ideological processes to raise awareness of their gender status, sexual and reproductive rights, violence, the right to healthy food, peasant identity and the awareness of living in harmony with other living beings. Formal education processes are also organised, starting with literacy, and leading women to higher levels (technical or professional level). An education programme is being developed through a network of educational promoters who provide literacy training, are primary school teachers, provide school support for adolescents, promote formal education for rural women, support them in the management of scholarships and transmit feminist values. As a result of this, some young women farmers have completed their professional training (they are agricultural engineers, sociologists, among other careers) but they are not trained with a view to joining a conventional job in the labour market, but mainly to develop their own production units (farms and plots in their communities).

### **Types of actions that characterise them**

In order to advance the above-mentioned purpose, the EMF provides the young women with economic and technical resources (land, seeds, production equipment and credit) to produce and market their value-added products. The EMF has incorporated young women into the formal structures of the organisation as an option for their full development in accordance with the proposed comprehensive approach to empowerment. These structures have been established and developed in the communities and correspond to the Multi-Services Cooperatives, around which women organise themselves to develop their productive and economic

activities and a central cooperative that brings together 7 cooperatives. In addition to the structures oriented to economic development, the organisational fabric of the EMF in the communities allows to attend the social development components such as education, the fight against violence against women, health, as well as the organisational development and ideological empowerment components.

The creation and consolidation of cooperatives has been key to developing the strategy of productive economic empowerment. The route has been:

- Land, productive assets, basic and diversified foodstuffs held by women.
- Rescue of native seeds and phyto-improvement.
- Seed reservoirs and sanctuaries.
- Solidarity markets, income and decisions about them (young women participate in the production process of items such as coffee, roses from Jamaica, honey that are sold in the local market and exported).

The actions have been mainly oriented towards agro-ecological and feminist training and the strengthening of cooperatives and businesses. These actions take the form of organic production, organic transformation and local and international organic trade.

The EMF has developed alliances that have allowed it to articulate itself with expressions organised at the national and international levels, with those that coincide with its principles. Some of these are: the Identity Seed Network, the Group for the Promotion of Organic Farming (GPOF), the Organic Agriculture Movement of Nicaragua (OAMN), La Via Campesina (LVC), the Central American Network of Rural, Indigenous and Peasant Women (CANRIPW), who promote agroecology and the reduction of the use of agrochemicals and transgenic products. The relationship with these organisations has enhanced the EMF's work in the communities.

It has strengthened the organisational structures of the EMF, including the cooperatives and the existing Las Diosas Cooperative Centre through the participation of women in local, national and international spaces that later replicated and shared learning within the EMF. These structures are basic for the productive economic development of women and girls. Cooperatives play a major role in the promotion and support of production and the cooperative centre is crucial for the value-added link (processing of primary production) and for marketing.

In relation to the prevention of gender-based violence in municipalities, the EMF has developed alliances with other civil society organisations that make up the local network of women against violence in Esteli.

At the community level, the EMF works with: the Rural Young Men's Association MIYOTL the issue of non-hegemonic masculinities, made up of 39 young rural men, who have structured themselves for the construction of alternative masculinities and work together with the women of the EMF in the prevention of gender violence. These alliances have been sustained through women's advocacy groups from the same communities and other young women's

networks that the EMF has been forming. In spite of the closing of coordination with government institutions that took place during this period and the closure of women's police stations, the EMF managed to maintain some coordination with public bodies such as the Public Prosecutor's Office, courts systematised in violence, the police and the Ministry of Health. New coordination efforts were also made with other organisations such as the SOS Villages in order to be able to carry out prevention and care activities for women survivors of violence.

The EMF's areas of work have focused on organisational, ideological, economic and political empowerment.

### **Monitoring and Results**

Monitoring is an institutional strategy that takes the form of institutional plans and projects that allow for the orderly execution of activities in each area of the EMF's work.

In relation to the area of work with young women, the follow-up and monitoring mechanism is based on assembly processes that are carried out in their communities where they make their demands and develop their own agendas, which are channelled to the EMF leadership through the women leaders, assuming all the responsibilities of giving the corresponding follow-up and periodically evaluating the results.

### **Quantitative results**

Among the results and impact of the EMF's actions are the following: Legalisation of land in favour of women was identified as an important achievement. 141 women have been supported in the construction of their homes, and have also been given the title deeds. 240 young people incorporated in the processes of productive economic development. 339 women organised into eight cooperatives, all producing and guaranteeing food for their families and the community. 600 young and adult women, from all the communities where the EMF has a presence, have strengthened their knowledge in productive, managerial and marketing aspects. Work with an agro-ecological and value chain approach in the following areas: coffee, Jamaican rose and honey.

### **Qualitative results**

In 2012, the Central Multisectoral Cooperatives of Rural Feminist Ecological Women Las Di-  
osas, Limited Liability (RL) was created. This plant collects, processes and markets the production of coffee, Jamaican rose and honey. The coffee is sold in the local market with the roasting, packaging and labelling process. To the international market we export gold grain with organic and fair trade certification, we have our own brand.

Maintain since 2004 the organic certification granted by Biolatina.

At the individual level, the women participating in the different EMF programmes have been able to increase their capacities as producers and their empowerment. Poverty reduction has been impacted through access to economic resources and capital resources. The increased participation of young women in the different EMF programmes. Opportunities developed

in access to economic resources and means of capital. Opportunities related to political participation, advocacy. Personal safety and reduction of domestic and extrafamily violence. An important element to highlight is that the families served by the EMF had fewer migration problems than the rest of the population. The cohesion of the families is good compared to the national environment and the standard of living of the women organised in the EMF is higher than that of other women who are not organised in these projects.

Another of the results that women highlight is the change in domestic relations and the distribution of domestic work. In the spaces for reflection they have developed this theme and put it into practice in their respective homes.

### **Sustainability**

The community organisations that were created to accompany the women were valued as an important element that has contributed to the sustainability of the initiatives. The creation and consolidation of cooperatives has been key to developing the strategy of productive economic empowerment.

Women own productive assets (land, basic and diversified foodstuffs), have strengthened their technical knowledge in relation to the rescue of native seeds, reservoirs, organic fertilizers, etc.; they market their products through solidarity markets at the international level and also sell them on the local, national and international markets.

In spite of the closing of coordination with government institutions that took place during this period and the closure of the Women's Commissariats, the EMF managed to maintain some coordination with public bodies such as the Public Prosecutor's Office, courts systematised in violence, the police and the Ministry of Health. New coordination efforts were also made with other organisations such as the SOS Villages in order to be able to carry out prevention and care activities for women survivors of violence.

### **Challenges facing the organisation in terms of continuity of practice**

The bet is on the feminist peasant agro-ecological model, which puts the *sustainability of life* at the centre *and* confronts the capitalist model, which puts the *market* at the centre.

### **Why is it good a practice?**

The integral vision that incorporates the ideological, economic and organisational spheres; the persistence of the fact that any process that is carried out does not contradict the theoretical and political aspects of the organisation's commitment; the construction of a development model that presents an alternative for young rural women and that responds to their strategic gender needs, where they demonstrate that it is possible to live in the countryside in dignified conditions, with gender and environmental awareness, etc., which is in contrast with the capitalist model that limits the possibilities of development for rural women. The strengthening of organisational and mutual support networks, from the family, community and cooperative levels. The rescue of ancestral knowledge and the experiences of adult generations. Acknowledgements that some leaders of the organisations have received for being human rights defenders.

### 3.5. Economic inclusion of women in Oruro, Sucre and El Alto from the Levántate Mujer Foundation. Bolivia.

The programme is promoted by the **Levántate Mujer Foundation**, a non-profit civil organisation in Bolivia. The work of the Levántate Mujer Foundation responds to the commitment of the sisters of the Congregation of Our Lady of Charity of the Good Shepherd, who within their mandate and in response to the economic problems of our society prioritize work through economic justice programmes with women living in extreme poverty and vulnerability.

During the last 8 years, social and economic empowerment programmes for women have been implemented within the framework of the Economic Justice programme, over the last 3 years thanks to the project entitled “Economic Inclusion of Women in Oruro, Sucre and El Alto”.

**Target population:** Women of scarce resources in a situation of vulnerability who have an entrepreneurial spirit, mainly women in a situation of violence, single mothers and migrant women from rural areas.

#### Problem identified and objective of the practice

Despite a reduction in the poverty rate in Bolivia, four out of 10 women still live in poverty, according to the book *Estadísticas con Enfoque de Género* (2017). Fifty-five per cent of the rural population lives in poverty and 31 per cent in urban areas. Living in poverty affects the quality of life and restricts the exercise of their human rights. Within this framework, the **objective** of the project is to “Contribute to the economic inclusion of women in the cities of Sucre, El Alto, Oruro, promoting their empowerment for the construction of a more just and equitable society” M. Buijs (February 2018). Retrieved from the document sent by Levántate Mujer Foundation for this call.

Another of the project’s objectives is that local public policies include actions that promote women’s economic empowerment. In order to achieve this objective, leadership, participation and incidence of groups of women leaders in Oruro, Sucre and El Alto are being promoted in order to encourage local governments to promote economic integration programmes for the benefit of women.

#### Strategy and methodology implemented

To achieve the above objectives, the Foundation is promoting leadership, participation and advocacy of women’s leadership groups in Oruro, Sucre and El Alto in order to promote local governments to promote economic integration programmes for the benefit of women.

Implementation of 3 houses for women entrepreneurs in the cities of intervention. The purpose of this space is to become a reference point for women who need training to generate income. Provides comprehensive training. In these Houses, technical, entrepreneurial and cost training, as well as social training and basic computer skills are developed. The technical trainings include 3 months of training, this corresponds to 140 hours accumulated, in different areas such as machine weaving, weaving on looms, sewing, gastronomy and other

items. Orientation, technical assistance, support and impulse to enterprises. It accompanies women who are looking to start an economic venture. Women with the best entrepreneurial ideas and business plans can access a revolving fund; they are given a small interest-free loan (for a maximum of 8 months) so that they can start a business, money that must be paid back in monthly instalments. Promotion and marketing. The creation and construction of new designs is promoted through an extensive product design and development workshop. As a result, we have a collection of garments called La Cholita and its respective catalogue. Other activities are also carried out to support women in their integration into local markets and to promote the display of products, which will enable them to increase sales. Promotes advocacy groups. We work with women's groups that wish to participate in the construction of advocacy actions, with which we are developing training for advocacy and the construction of demands for the generation of inclusive actions by local governments to promote the economic insertion of women. Participation in networks. Women are being encouraged to participate in different local networks working to promote women's rights, so that they can jointly promote the construction of inclusive policies that benefit their communities.

### Types of actions that characterise them

In order to reach the target population, strategies and partnerships were sought with municipalities and government agencies, such as the General Directorate of Post-Literacy and the Directorate of Equal Opportunities under the Municipal Secretariat of Development. In these last two examples, we worked with women in situations of violence (in the Municipal Shelter) and with women who for different reasons were unable to complete primary education. For the admission of women to the project, a call for proposals is opened and a social evaluation of the applicant's situation is made.

### Monitoring and Results

The aim is to develop a systematisation at the end of the project (August 2018).

#### Quantitative results

460 women have started or strengthened an enterprise and the average income increased by 27%. At the end of 2 years of project implementation, 74% of women actively participate in economic decision-making within their families.

#### Qualitative results

According to information sent by Levántate Mujer Foundation, 91% of the women participating in this project have increased their self-esteem. These changes allow women to go through a life in which they themselves are the promoters of their personal, family and social transformation.

#### Sustainability

In order to guarantee the sustainability of the programme, numerous institutional alliances have been made with different municipalities, and *strategic* alliances have been made *with in-*

*stitutions dependent on the Ministry of Education that guarantee alternative/technical education such as Wiñaykusi in Oruro and El Integral Rural Training Center IRTC – VERA, El Cortijo in Sucre.*

Agreements have been signed with some sectors, such as the General Directorate of Post-Literacy and the Sayariy Warmi Regional Oruro Women's Foundation, with the aim of providing technical and comprehensive training to women who, for various reasons, have not had the opportunity to access primary education. Strategic Inter-institutional Alliance Sayariy Warmi Oruro – Municipal Autonomous Government of Oruro Equal Opportunities Directorate under the Municipal Secretariat of Development. This alliance allows for comprehensive training for women victims and survivors of violence in the Municipal Shelter. It has coordinated with other civil society bodies to provide complementary training to the women entrepreneurs trained by the foundation, among others: Fautapo and Federation of Private Businessmen of Chuquisaca.

### **Challenges facing the organisation in terms of continuity of practice**

Diversification of training to non-traditional training for women. The main challenge will be to have adequate equipment and infrastructure. It is necessary to develop the standardization of the trainings with norms that assure the elaboration of quality products, to avoid the risk of filling the markets of informal and very little qualified trade.

Preparation of qualified workforce through systematised training that allows them to generate added value that differentiates them and promotes their competitiveness, continue to provide support to entrepreneurs with innovative businesses.

It is also a challenge to continue strengthening ventures initiated with additional seed capital that will allow them to grow their businesses; to support them in the search to expand their markets (such as social networks and the international market).

Sustainability. Because of the nature of the project and taking into account the population (the most vulnerable and vulnerable women). Although partnerships and strategies are being sought to ensure the sustainability of the project, there is still a great deal of dependence on continued funding for international cooperation.

### **Why is it good a practice?**

Comprehensive training is provided. The type of beneficiaries are usually women with few years of formal education. Accompaniment of enterprises for a period of 6 months until they are positioned in the local market to ensure sustainability. The creation of inter-institutional strategic alliances, especially with municipalities, allows the project's actions to be well positioned, accepted and sustainable.



### 3.6. Afro-Entrepreneur Programme, Brasilia. Brazil.

The **Afro-Entrepreneur Programme**, which operates from 2015 to date, is promoted by the Undersecretary of Racial Equality of the State Secretariat of Labour, Social Development and Policy for Women, Racial Equality and Human Rights, an agency of the Government of the Federal District of Brazil.

**Target population:** With a large target population, priority is given to black women (young and adult adolescents) in the metropolitan area of Brasilia with a high prevalence of black people and/or a low Human Development Index (HDI); including temporary or permanent domestic workers and Afro-entrepreneurs in the informal economy and family businesses, small businesses and family farming.

The profile of beneficiaries of the programme are people between 14 and 29 years old, **mostly women**, with primary education, an average income of 0.5 to 1 minimum wage ('246).

#### Problem identified and objective of the initiative

The Afro-Brazilian population in Mexico City faces two problems related to life opportunities: 1) It has an average income of 60% of that of non-black people; **black women have an average income of 48% of that of a white man**; black youth are more prone to informal work than non-black youth. Program studies highlight the fact that black women represent the most disadvantaged group in terms of occupation, facing a racial and gender gap. 2) Cultural problem: Black people have struggled to maintain their social organisation and cultural heritage, black women have struggled to change the male-oriented economy and society, and young black people have struggled to gain access to the labour market on a more equal footing.

Based on this diagnosis, the central **objective** of the programme is to *“Encourage the entrepreneurship of the black population, particularly black women, to raise employment, income and formalisation while preserving cultural traditions, gender equality and the inclusion of youth”* (Afro-Entrepreneur Programme, email correspondence, April 2018).

#### Strategy and methodology implemented

The information provided by the institution implementing the programme allows the following eight components to be identified as part of the strategy:

**1. Selection of participants:** The following main axes of the Operational Plan of the Programme (Order 161/2017) influence the selection of participants and the programme in general: (a) The incorporation of the gender, race, ethnicity and generation perspective in all government actions, with a view to strengthening economic and social development actions in the Federal District; (b) The promotion of the productive inclusion of black women, with priority given to women heads of household, by developing income-generating and employment programmes and minimum-income programmes in order to guarantee access to credit for small-scale production in rural and urban areas.



**2. Conducting training and follow-up studies:** a) Study – Profile of black people in the Federal District: education, employment, income and digital inclusion (2011-2015)<sup>30</sup>; b) Technical Note – User Profile of the Afro-Entrepreneur Programme (2016)<sup>31</sup>; c) Study – Profile of the Afro-Entrepreneur in the Federal District (November 2016)<sup>32</sup>.

3. (a) Act No. 5,447<sup>33</sup>(page 2) of 12 January 2015 establishing the Afro-Entrepreneur Programme; (b) Decree No. 36,680<sup>34</sup> (page 6) of 18 August 2015 – regulating the Afro-Entrepreneur Programme; (c) Order No. 161<sup>35</sup> (page 110) of 28 July 2017 – laying down guidelines for the implementation of the Afro-Entrepreneur Programme; Decree No. 39.024<sup>36</sup> of May 3, 2018, by the Government of the Federal District, which provides for the inclusion of the variables race, colour, ethnicity in the forms, information systems, evaluation, monitoring, data collection, censuses, programmes and actions within the public administration of the executive branch of the Federal District.

4. a) The Undersecretary of Racial Equality, as interlocutor, has the competence to articulate and promote equity within government departments, through the development of training programs for civil servants and, therefore, building the government's capacities to promote racial equality. b) In 2018, the government will sign a technical cooperation agreement with the Brazilian Institute of Information on Science and Technology (IBICT) to provide Afro-Entrepreneurs with access to a series of IBICT resources. c) In 2018, the government will sign a technical cooperation agreement with the Brazilian Institute of Information on Science and Technology (IBICT) to provide Afro-Entrepreneurs with access to a series of IBICT resources: Fab Lab, Digital Youth Library, Identification Portal, with digital inclusion content, SBRT network of national institutes to provide free technological information to improve production processes. (c) The Under-Secretariat for Racial Equality has opened the government's "*Qualifica Mais Brasília*" programme to include Afro-entrepreneurial initiatives, a professional qualification programme aimed at employees and entrepreneurs in Mexico City, with the aim of strengthening their skills and responding to the demands of the world of work. d) The Vice-Secretary of Labour is committed to providing training and qualifications in the territories, for example, through a course on business management and preparation of the business plan. e) The Banco de Brasília offers a series of 3 meetings aimed at providing financial education to entrepreneurs.

**5. The promotion of thematic fairs:** Through coordination with the forum of rural women, the forum of solidarity economy and business initiatives of Brasília, fairs have been held to generate opportunities for black, gypsy and indigenous women, such as: a) Afro-Entrepreneurial Fair b) Fair of the diversities of Brazil; c) Fair of rural women.

30 <http://www.codeplan.df.gov.br/wp-content/uploads/2018/02/Perfil-do-Negro-no-Distrito-Federal-2011-2015.pdf>

31 [https://www.agenciabrasilia.df.gov.br/wp-conteudo/uploads/2017/11/nota\\_tecnica\\_perfil\\_do\\_publico\\_afroempreendedor\\_DF.pdf](https://www.agenciabrasilia.df.gov.br/wp-conteudo/uploads/2017/11/nota_tecnica_perfil_do_publico_afroempreendedor_DF.pdf)

32 <http://www.codeplan.df.gov.br/wp-content/uploads/joomla/a95433c26a35241572d82e1f003675e5.pdf>

33 <https://www.dropbox.com/s/8kxqrwisi92vc9z/Ley%20N%C2%BA%205.447%28p2%29.pdf?dl=0>

34 <https://www.dropbox.com/s/o0rr43af4ep32wa/Decreto%20N%C2%BA%2036.680%2028p6%29.pdf?dl=0>

35 <https://www.dropbox.com/s/0jhg4tjw5k1x0oc/Orden%20N%C2%BA%20161%2C%20de%2028%20de%20julio%20de%202017%20%28p110%29.pdf?dl=0>

36 <http://www.saude.df.gov.br/wp-conteudo/uploads/2018/04/Decreto-39.024-2018-Disp%C3%B5e-sobre-a-inclus%C3%A3o-do-quesito-ra%C3%A7a-cor-etnia-nos-formul%C3%A1rios-sistemas-de-informa%C3%A7%C3%A3o-dentre-outros-no-C3%A2mbito-da-Administra%C3%A7%C3%A3o-P%C3%BAblicado-DE.pdf>

**6. The implementation of Afro-business incubators:** The implementation of Afro-enterprise incubators (under development) is being promoted in two locations in the federal district.

**7. Promotion of access to credit lines:** It is coordinated with PROSPERA-DF, a state credit programme aimed at urban entrepreneurs in the informal sector, micro and small enterprises, craftswomen, labour cooperatives and individual production. In rural areas, credit helps cooperatives and family farmers. The programme has an interest rate of 0.7%, with a limit of R\$15,000 (ca. US\$4,000).

**8. Advertising campaigns:** Although they are contemplated, so far there have been no advertising campaigns due to lack of resources.

### Types of actions that characterise them

A cornerstone, and lesson learned, of the programme strategy is the strong and continuing **articulation effort within local government and with national government, civil society, academia** and international organisations, which is considered fundamental to the continuity of the policy.

For example, the technical cooperation agreement between the Federal District Research Support Foundation (FDRSF)<sup>37</sup> and the State Secretariat for Labour, Women, Social Development, Racial Equality and Human Rights, in order to establish inter-institutional mechanisms for situational prevention, training, inclusion and socio-productive participation of vulnerable subjects or groups. The focus of the agreement is on human rights, diversity and citizenship. Analysis of the different processes of dispute, insertion and appropriation of individuals challenged by the affirmation of their differences (women; black people, people with disabilities, elderly people, LGBTI people). In this regard, it is important to highlight the importance of the role of the State in the development of the social, economic, political, employment, health, security, leisure, sports, education and housing sectors, in order to diagnose realities, and to develop and propose alternatives that allow for equity and inclusion in these sectors.

It is also characterised by the effort to integrate an **inter-sectional approach** to racial and gender discrimination, although in the revised documentation, the gender approach is not yet fully integrated.

### Monitoring and Results

In terms of monitoring and evaluation, the programme is subject to monitoring by the Government Monitoring System – government programmes and projects have their financial records monitored bimonthly. The Under-Secretary of Labour also supervises the public served by the PROSPERA-DF fund, as well as the application of its resources to the target public. The practical needs of the target audience were integrated into field research through focus groups and thematic meetings with government departments.

<sup>37</sup> FDRSF is a legal entity, in the form of a public foundation, whose objective is to stimulate, support and promote the scientific, technological and innovative development of the Federal District, with the aim of promoting the welfare of the population, the defence of the environment and the progress of science and technology.

## Quantitative results

Since 2015, the programme has allowed the institutionalization of Afro-entrepreneurship as a public policy, promoted professional research, audio-visual production and facilitated access to the labour market, and stimulated the formalisation of small businesses and crafts. At least 260 people have benefited directly from training and other initiatives.

In the year 2107, a total of 727 “Afro-descendants and women” received R 7,792,122,33 (ca. US\$2,200,000.00) through the government PROSPERA-DF credit fund, which represents 80% of all funds allocated by the fund. Most of the people benefited through the Afro-entrepreneur programme had no prior knowledge of the existence of PROSPERA-DF. According to the analysis received, *“from the available data, it can be said that women have had more access to the credit fund than men, and black people more than non-black people”*. It is not known, however, what percentage of the beneficiaries were women, since the data received do not disaggregate the population of Afro-descendants with the population of women.

Among the other results of the programme is the issuance of handicraft permits (October 2017) for 21 craftswomen, 16 received their first permit, 5 renewed their permit.

## Qualitative results

In the analysis of results, general reference is made to improvements in empowerment and affirmation of community ties (social fabric).

## Sustainability

Because it is a public policy programme, it is funded by the state. However, a lack of financial and human resources is noted as a shortcoming.

## Challenges facing the organisation in terms of continuity of practice

Major challenges for the programme have been institutional racism, intra-governmental articulation, and lack of financial and human resources.

Another challenge for the Afro-entrepreneur programme and for social policies in general is the limited availability of specific data on gender, age, race, class, sexual orientation or disability, even when information is collected. In this sense, the Afro-entrepreneur programme has required greater effort from the local public administration to make this data available, including through legislation, which is an achievement in itself.

The main difficulty faced by people in the target population is the lack of knowledge about Afro-entrepreneurship, about entrepreneurship itself and about the products and services offered by the State.

Selection methods tend to favour the target population, but active search remains a major challenge, as many of the people who could benefit from the initiative do not generally have full access to information.

### Why is it good a practice?

Practical incentives are supported by a **public policy** framework: the programme highlights the existence of institutional racism, changing the way civil servants perceive social and racial inequality. It has promoted a change in the **job profile of entrepreneurs** (from “seeking employment” to “offering employment” (job seeking to job offer), with positive consequences for labour policies. It allows the beneficiaries to achieve improvements in **empowerment**, self-assertion and **insertion in the labour** market, as well as improved community ties due to their **territorialisation**. Most of them are interested in replicating the experience. The collaboration between the Assistant Secretary of Labour and Banco de Brasilia supports the sustainability of companies. **Institutional relations** have been strengthened by the positive reception of the Academy and international organisations, resulting in increased collaboration with the University of Brasilia, the World Bank and the World Bank UNFPA.

## 4. PROCESSES OF FORMALISATION OF INFORMAL WORK

### 4.1. Foundation Experiences Include me, I.A.P in the Inclusion of women with disabilities. Mexico.

The Include me Foundation of a civil nature was born in 2008. Its mission is to “promote and implement actions to develop the skills of people with intellectual disabilities and/or the Autism Spectrum, in the different stages of their lives, from early stimulation to the implementation of an independent adult life system that allows them to provide a better quality of life, respecting their individuality, maximizing their abilities and providing support so that they can be included in society”<sup>38</sup>.

The practice has been implemented since 2012.

**Target population:** Population with some type of disability, with actions that promote the inclusion of women to address situations of violence or gender discrimination.

#### Problem identified and objective of the initiative

Disability is the result of interaction with a disabling environment, for example: signage, exclusionary norms and dynamics, architectural design failures (lack of ramps) that limit physical access, ignorance and dislike of disability in society and business.

In Mexico, according to figures National Institute of Statistics and Geography (INEGI) 2014, there are at least 7.1 million people with disabilities, and only 39.1% of people of working age are employed. (Katia D’Artigues, 2018:1) In<sup>39</sup> addition, men are twice as likely as women to find employment. “This exclusion of people with disabilities from the labour market is a major waste of potential, leading to a loss of GDP of between 3 and 7 per cent. According to estimates, the exclusion of people with disabilities from the labour market costs a country between 3 and 7 per cent of its Gross Domestic Product (GDP)” (ILO, 2015)<sup>40</sup>.

This exclusion of people with disabilities from the labour market is a major waste of potential, leading to an estimated loss of 3 to 7 per cent of GDP.

In this environment, the **objective** of the initiative is to include the greatest number of people with disabilities (Pd), mainly women, in companies and workplaces in Mexico that have inclusive policies and cultures where Pd’s labour inclusion is assumed as a natural process and incorporated in the programmes of corporate social responsibility (CSR) providing these people with the reasonable accommodation and support system they need on a day-to-day basis.

38 Include me downloaded from the website: <https://www.incluyeme.org/mision-y-vision.html>

39 Katia D’Artigues (2018). The most difficult job. Millennium. Mexico (44-6-18). Downloaded from: <http://www.milenio.com/negocios/el-empleo-mas-dificil>.

40 ILO, 2015. Strategy and action plan for the inclusion of disability 2014-17: a dual approach of transversal and specific actions for people with disabilities / International Labour Organisation. Geneva: ILO, 2015. Downloaded from: [https://www.ilo.org/wcmsp5/groups/public/---ed\\_emp/---ifp\\_skills/documents/genericdocument/wcms\\_370773.pdf](https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/genericdocument/wcms_370773.pdf)

## Strategy and methodology implemented

The programme consists of comprehensive training that promotes paradigm changes to remove stigma and promote the necessary adjustments that make possible the material well-being, training and labour inclusion of the Pd so that they can access decent jobs with benefits and their social inclusion. The latter involves providing the capacities so that Pds can manage their economies and participate in the productive, social and cultural life of their communities.

The selection of candidates is done through institutions that have workshops and courses on work skills that the Foundation complements with accompaniment and therapeutic support. Another mechanism is to identify candidates who are looking for work but do not attend any institution. In this case, the Foundation channels them to the Ministry of Labour and Social Security and the **National System for the Integral Development of the Family (IDF)** so that these people can carry out tests of work and psycho-emotional skills, and with the results the Foundation identifies the profile of the person so that he/she can be a candidate in a position demanded by companies or organisations.

As part of this programme, Inclúyeme Foundation provides comprehensive consulting services to socially responsible companies, providing each of these companies with personalized support, which is built in conjunction with them taking into account their needs, interests, current situation and organisational capabilities. Among the services offered are: initial diagnosis of business culture and inclusion, sensitization, training, support throughout the process of labour inclusion, implementation of actions to improve accessibility, evaluation of the work environment and the impact of the initiative on companies at the administrative, operational and image levels.

With each institution with which the alliance is formed, the Include Me Foundation signs a collaboration agreement where they also adhere to the principles that guide the actions of Include Me. The training is based on the specific needs of each company.

## Monitoring and Results

To follow up on the initiative, the Include Me Foundation has indicators that are measured during and after each process implemented with the companies, which allows for the adjustment of the proposed strategy.

One of the services provided by the Foundation is the diagnosis of the impact of the employment inclusion of people with disabilities, using a methodology of surveys with non-probability sampling using a convenience method where people with disabilities are selected randomly, as well as their surrounding co-workers, their direct employers and directors, to whom semi-structured interviews are applied.

## Quantitative results

According to the information provided by the Foundation, since 2012 the work has been consolidated with 42 companies from different economic<sup>41</sup> sectors, the majority (33) being companies based in Mexico City, 8 companies in the State of Mexico and 1 in Nuevo Leon. The arrangements with these companies resulted in the generation of employment for 143 persons with disabilities, of whom 39.7% are women. The age ranges of the Pds who were supported in finding employment are between 22 and 47 years old. According to the types of disability of the people who were able to take care of, 82.5% were people with intellectual disability, 7.7% with motor disability, 6.3% with psychosocial disability, 2.1% with visual disability and 1.4% with hearing disability.

According to an evaluation carried out in a financial sector company on the impact of the inclusion of people with disabilities in the labour market, accompanied by Include me Foundation, achievements in different areas of business dynamics were identified: administrative benefits from tax exemption, reduced staff turnover and absenteeism; operational benefits reflected in improvements in the quality of staff work through the assessment of managers and directors, better teamwork; benefits in the company's image and reputation.

## Qualitative results

The application of qualitative tools also yields positive results derived from the inclusion of Pd in companies: Benefits at the individual level: economic, emotional, through the self-evaluation of the Pd and support for self-determination, better personal relationships and social inclusion. Benefits for the family for the economic contributions to their homes, promotes economic independence and therefore the beginning of the rupture of disabling paradigms that make them dependent on others. Benefits for society because it boosts the local economy.

As a result of the implementation of the measures suggested in the Foundation's training process with the companies, some of them created the unity of inclusion and diversity as part of their areas and documented their processes on the labour inclusion of Pd to share with other companies. Some companies have formulated Inclusion and Diversity Policies as crosscutting dimensions at all levels and operational areas of their operations, in some cases involving suppliers to implement these inclusion practices.

## Sustainability

The training that the Foundation carried out in the beginning was covered with its own funds, currently are services with a cost to companies. In the medium and long term, for the sustainability of the programme, they plan to cover 80% of the annual expenses with company resources and 20% with Foundation resources. In 2016 they started a model with 2 companies, having an income that represents 0.67% of the annual income. In 2017 it was 2.9% and by 2018 it is expected to reach 5.7% through this model. The companies that contract the services of the Foundation sign a contract for the provision of services and register the company as part

41 11 finance companies, 7 IT and processing companies, 4 restaurants, 3 consulting firms, 3 food companies, 2 real estate companies, 2 law firms, 10 tourism, private hospitals, sports academy, government, television and manufacturing companies.

of its network of suppliers. When companies are unable to cover the costs, they are assisted in obtaining donations.

The organisation is in constant search of companies, which are presented with the full range of services they offer according to their specific needs. This service model allows other institutions, foundations and companies that also provide specific services (for example: accessibility on the web site and intranet) to be added so that they have income from them and thus the Foundation generates other sources for their sustainability.

### **Challenges facing the organisation in terms of continuity of practice**

The disinformation, myths and fears existing in the social imaginary, as well as the conception of people because of their disability, instead of looking at them from their capacity, to break with the welfare paradigm and the attitudes of overprotection towards the Pd are some of the challenges faced by the work with this population group. Many training programmes do not contemplate the integral approach and paradigm changes, which prevents the implementation of actions that allow the necessary adjustments to be made to make it possible to include Pd in society in general and in the business sector in particular. Hence, awareness and motivation in society and in the business sector are key elements in promoting the inclusion and improvement of the quality of life of the Pd.

### **Why is it good a practice?**

The benefits of job inclusion are reflected in the quality of life of the disabled person, since, having a job, trade or profession, he or she is valued for himself or herself and his or her family, assumes the role of protagonist of his or her own life, arranges his or her image, is capable of making decisions and increases the development of social and personal skills that enable him or her to determine his or her own destiny.

When implementing a project of labour inclusion in which actions are carried out to transform cultures, policies and practices (Index for Inclusion), hiring is no longer a good project or a good idea and becomes part of the values of the company and then we start talking about truly inclusive companies.

## **4.2. Good practices of gender equality management in Colombia in business and organisational environments. Colombia.**

Good practices of gender equality management in Colombia in business and organisational<sup>42</sup> environments. This practice is beginning in 2018, promoted by the Hispano-Colombian Chamber of Commerce, which has been in existence for more than 50 years. Its mission is to strengthen relations with Spain. Promotes educational and collaboration agreements for Colombian and Spanish entrepreneurs. It has a large number of affiliated companies.

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42 The initiative is in the process of being implemented.



**Target population:** Companies, workers, European organisations in Colombia, regional chambers. 32 departments nationwide.

### Problem identified and objective of the initiative

In general, there are discrimination, wage and pay inequalities between women and men. The following **objectives** are derived from this problem: I. Raise awareness and disseminate Colombian experiences of gender equality management in companies and organisations for organisations, unions, companies interested in initiating the process of gender equality in academic, university, research and general public settings. II. To show empirical ways and experiences that the identified companies have carried out in the management of gender equality to transform the Colombian labour market.

### Strategy and methodology implemented

Nine practices have been selected from large companies and one from medium-size companies such as: Argos, Telefónica, Proseguir, Grupo Empresa Nacional de Electricidad (ENEL), Proactiva, Universidad Cooperativa de Colombia, Cámara de Comercio Española, Belleza Express, Carnes las Brisas. The aim of the initiative is to carry out knowledge management, and to this end, practices are compiled and disseminated so that Colombian society can learn about them and take them as references that can be replicated in different organisational and business contexts. Some of the strategies include: virtual training, carrying out explanatory diagnoses to find out about harassment and disseminating it through social networks.

The actions that have been carried out have included junior women working in the Chamber and there are plans to organise an intra-enterprise committee or group with companies affiliated to the Chambers, to discuss good practices in gender equality and encourage them to learn about the importance of managing gender equality in the business world. Since 2017 (second semester), a women's roundtable has been structured to socialize good practices in Gender Equity. Colloquiums on good practices. Launched in August-September 2018. Target Audience: Senior and Junior women to start permeating on women.

CACC launched the equality model for the supply chain, developed by the ILO's Score methodology for SMEs.

### Types of actions that characterise them

Based on the analysis of reality, a process of gender equality impact is defined, identifying and disseminating positive business practices that can be replicated in other companies with great success.

### Monitoring and results

A survey tracking system is established to identify the results obtained, and the **difficulties** and **lessons learned** by the beneficiaries are incorporated into a written report. For the SMEs participating in the panel, the possibility of registering to receive the ABC gender-training workshop on the labour market is open to them.

Stakeholders are expected to understand the relevance and benefits that gender equality management brings to a labour market based on decent and decent work.

Within this framework, spaces are created to expose the good practices in gender equality that a select group of Colombian companies carry out within their company and thus disseminate this knowledge so that they can identify the new challenges of the global market. The initiative is on-going and the expected results have not yet been verified.

### **Sustainability**

The initiative has been funded by the EU-LAC Foundation; however, it generates learning that can be capitalised on by the Chamber of Commerce to further develop awareness raising processes.

### **Challenges facing the organisation in terms of continuity of practice**

A monitoring model should be designed to assess possible changes in favour of gender equality in the companies included in the process.

### **Why is it good a practice?**

These experiences belong to large companies that impact many families; their practices are replicable, generate economic support for the company, expand business relationships. With regard to the management of gender equality, they comply with the legal norm and go beyond it. The experiences have been widely disseminated and recognized<sup>43</sup>.

### **4.3. Labour inclusion of domestic workers and compliance with social security affiliation. Ecuador.**

The study, which was conducted in 2014 by the Centre for Asia-Pacific Studies (APEC) of ESPAE-ESPOL<sup>44</sup>. This is an institutional centre for research and community outreach with the aim of analysing the economies of the Asia-Pacific region, as well as promoting and developing links between ESPOL and universities, institutions and corporations in the countries of the Asia-Pacific region.

The Centre's mission is twofold: I. To increase awareness and understanding of economic policies and business opportunities in the Asia-Pacific region among academics, politicians and the business community in Ecuador. II. To conduct studies that provide economic policy recommendations to improve the well-being of Ecuadorians and to promote Ecuador's economic, social and cultural integration in the Asia-Pacific region.

<sup>43</sup> UNDP (2015) Commitment to equality, <http://www.camacoes.com.co/index.php/actividadescamacoes/item/certificacion-equipares-compromiso-por-la-igualdad>.

<sup>44</sup> Dr Sara Wong participated in a call by the Global Development Network (GDL) to submit research proposals, winning first prize in the Outstanding Research on Development category in the summer of 2013.

**Target population:** Paid domestic workers in Guayaquil, the most populous city in Ecuador.

### **Problem identified and Objective of the initiative**

At the national level, in 2005, 250,000 people, the majority of them women, were paid domestic workers in households (PDWH) and less than 10 per cent of them had access to social security. In this context, Guayaquil was characterised by having one fifth of all domestic workers in the country. Considering that the working conditions of this sector not only affect their income levels, but also the other dimensions and labour rights of the people who work in it, the Government of Ecuador launched a campaign to promote recognition of this problem and to influence changes in the behaviour of both women workers and their employers.

The initiative presented by CAPS-ESPAE corresponds to the study carried out in 2014 on the basis of applying an opinion survey among domestic workers in Guayaquil, the **objective** of which was to “take the opinion of paid domestic workers in the household on aspects related to: (I) whether or not their employers comply with social security affiliation, (II) whether or not they use social security benefits, (III) whether or not employers comply with their labour rights (minimum wages, holidays, working hours, overtime), and (IV) their job satisfaction” (Sara Wong, 2017)<sup>45</sup>.

### **Strategy and methodology implemented**

In 2010, the Ecuadorian government carried out a national campaign to visit households to verify whether the heads of the employing household were complying with the social security affiliation of their domestic workers. The campaign promoted awareness of these visits among employers and employees. In 2011, more visits were announced and sanctions were approved in popular consultation for heads of household who did not comply with the affiliation (fines and jail). Which were then made effective through the new Integral Penal Code (IPC) in 2014. The visits were documented in news reports in cities such as Guayaquil, Quito, Cuenca and other cities.

The study is based on the opinion survey of a sample of 349 paid domestic workers in Guayaquil.

### **Quantitative Results**

According to official information, in 2011, the paid domestic worker population without social security was 65%, increasing to over 70% in 2012 and 2013. The year 2014 reports the lowest level without coverage (55%). The percentage of domestic workers without social security coverage has risen again, a situation that is partly explained by the difficult economic situation in Ecuador in recent years.

According to the CAPS-ESPAE survey, the majority of PDWH have low levels of education (in 2014, 41% had reached primary education). 36% secondary education), it is therefore not surprising that domestic workers have little or no knowledge of the social benefits to which they are entitled. If you know anything, it's about medical services. Thus, domestic workers

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45 Sara Wong (2017). Working papers in the monographic series Economy and Business. ESPAE – Graduate School of Business Administration of the Escuela Superior Politécnica del Litoral. Economics and Business Series No. 1 1. Guayaquil, Ecuador. Sara Wong, 2017.

made little use of social security benefits other than health care. In addition, PDWH believe that government visits to their employers –the mechanism established by the government to check households’ compliance with their domestic workers’ affiliation– have contributed to the fulfilment of this mandate.

### **Qualitative Results**

Analyses of the impact on the inclusion of domestic workers in the formal labour market show that they received other benefits such as the actual payment of their minimum wages. Government-level campaigns raised awareness between PDWH and their employers to enforce the right.

The CAPS-ESPAE study made it possible to visualize and study issues that others do not address, such as the opinion of the PDWH on the use and quality of social benefits and the conditions of compliance with their labour rights and job satisfaction.

### **Sustainability**

The opinion poll among PDWH of Guayaquil 2014 was 100% funded by the Global Development Network (GDN), as part of the first prize in the category of Outstanding Research on Development (ORD), of the annual contest of research projects conducted by the GDN, which took place in 2013 in Manila, Philippines.

The findings of the study suggest that there should be permanent campaigns to have a continuing effect of increasing the percentage of PDWH affiliates.

### **Challenges facing the organisation in terms of continuity of practice**

The study concludes that compliance with the law, which obliges employers to recruit their paid domestic workers in the home, is difficult for low and middle-income households, which would require household support (subsidies) for such compliance by the State itself.

Expanding social security coverage in PDWH is a challenge. Visiting campaigns are more difficult in small towns and rural areas, which discourages domestic workers from joining.

One of the challenges is to increase the number of women paid domestic workers in households with social security coverage. To this end, some studies propose actions such as:

- Ensure mechanisms to enable PDWH to access more and better information on the benefits of social security membership and how to use them.
- Designing programmes to address cases of social and ethnic discrimination, possible abuse and risks of domestic work.
- Promote women domestic workers’ access to better education and on-the-job training at home so that they themselves can make the effort to register and break with certain perceptions that keep them from exercising their rights as workers.

In terms of policies, given that the extension of coverage and access to all social security services to all persons working in this sector takes time, it is suggested that gradual policies be designed that include actions such as: social security reforms to cover the population with part-time employment contracts, awareness raising and information activities for employers. Monitoring and continuous improvement of public services related to social security. Disseminate information about the benefits of membership. Explore new PDWH retirement options.

### Why is it good a practice?

The survey conducted by CAPS-ESPAE in 2014 identifies lessons for policy makers in the process of formalizing the work of PDWH. The advertising and dissemination campaigns raised awareness among employees and employers about the importance of complying with this right. The latter was reflected in the opinion of women workers on the benefits of being affiliated to social security, highlighting among these benefits access to health services, the payment of minimum wages by employers, among others.

The study contributed, in a timely manner and based on the elements of the Ecuadorian context, to providing inputs for public policies in support of the guarantee of social security and respect for the labour rights of women domestic workers paid at home.

There are different types of efforts in Latin American countries to comply with ILO Convention 189, and in this sense, the survey instrument used and the econometric analyses carried out by professors of the Escuela Superior Politécnica del Litoral (ESPOL) in the case of Guayaquil may be useful for carrying out and reflecting on similar studies<sup>46</sup>.

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46 For more information, see the document he presents to the survey study <http://www.espae.espol.edu.ec/maids-opinions-about-social-security-benefits-in-guayaquil-ecuador/> and policy briefs in Spanish <http://www.espae.espol.edu.ec/trabajo-domestico-2/> or in English. <http://www.espae.espol.edu.ec/domestic-workers-and-social-security-a-survey-in-guayaquil-ecuador/>

## 5. EXPERIENCES IN SECTORS LINKED TO COMMUNICATION TECHNOLOGIES AND THE INTERGENERATIONAL AND INTRAGENERATIONAL DIGITAL DIVIDE

### 5.1. Talent Seedbed of the Federal Institute of Telecommunications. Mexico.

The Federal Institute of Telecommunications (IFT), established in 2013, is an autonomous constitutional body. Its aim is the efficient development of telecommunications and broadcasting. It promotes conditions of effective competition in markets, promotes the right to information and promotes access to telecommunications and broadcasting technologies and services for the benefit of users, audiences and the country<sup>47</sup>.

The IFT, starting in 2015 and in compliance with the mandate established in Article 43 of the Federal Law on Telecommunications and Broadcasting, designed and implemented the Professional Service System as its own personal management scheme, built with a vision of the future and based on three relevant principles: attracting, retaining and developing institutional talent, applying the best practices in personnel administration and development that stimulate the creation of a high-performance organisational and work environment, professionalisation, results orientation and vocation for public<sup>48</sup> service.

**Target population:** Young graduates, mainly engineering students, with a general average of at least 8.5 on a scale of 1 to 10 or equivalent, who wish to join the institute and begin their professional career.

#### Problem identified and objective of the initiative

International statistics show that women's access to careers Science, Technology, Engineering, and Mathematics (STEM) is still low, and in Mexico this figure drops even further. Data from the OECD the results show that "at the age of 15, 28% of Mexican boys state that they want to develop in scientific or engineering professions, compared to only 9% of Mexican girls". (Gabriel Ramos, 2017)<sup>49</sup>.

In the case of Mexico, and specifically with regard to the IFT, in 2015, 40% of the staff was made up of women and 60% men. Eighty-three per cent of the staff had at least higher education qualifications. Of the 300 people who studied STEM careers, only 18% were women, which mean that of the total staff of the Institute, only 4% are women professionals in STEM careers. (IFT, 2018:2)<sup>50</sup>.

In addition, and considering that, according to information from the Statistical Yearbook of Higher Education, of the Higher Association of Universities and Higher Education Institu-

47 IFT (2018). Description of the institution presented at the call of the EU LAC Foundation and the EUROsocial+ Programme.

48 Ibid.

49 Gabriela Ramos, 2017: Speech by Gabriela Ramos, Special Adviser to the Secretary-General, Director of Cabinet and Sherpa to the G20, OECD, at the opening of the OECD National Mentorship Week for Science, Technology, Engineering and Mathematics, Mexico City, 19 June 2017.

50 IFT, 2018. Document submitted to the call. January 2018.

tions (HAUHEI) 2016-2017, there is a clear male dominance in the enrolment of students in the field of engineering related to telecommunications, where at least 75% are men, the gender imbalance in the conformation of the human capital of the institution was evident. If this trend continues, it will be very difficult to close this gap, which will lead to women being excluded from technological development and the labour market within a few years, according to the IFT.

To help reverse this trend, the IFT proposed the implementation of “**Special Calls**”, promoting that 50% of the positions be filled by young women. The programme also allocated a specific number of places for the recruitment of young people from indigenous communities. The premise of the calls for proposals is that the inclusion of women in the labour market fosters not only economic empowerment but also professional experience, which help to strengthen their position vis-à-vis men. In addition, this is a transit for the IFT to incorporate young talent who, with a fresh academic vision, could begin their professional career at the IFT and, in the long term, act as a replacement within the institution.

### **Strategy and methodology implemented**

Since the aim of the Talent Seedbed is the recruitment of professional people seeking decent employment, the IFT has defined a multi-step procedure for its implementation. Through the ProTalentto IFT portal, within the dates established in the Special Call, the existence of the vacancies is announced, specifying the requirements to be met by applicants, information that is also shared with universities and higher education institutions in STEM-related careers and disseminated through their respective websites. The proposals received are analysed by the IFT and the people who have been selected are made known through its portal. Subsequently, a psychometric evaluation is performed to measure the person’s abilities and aptitudes for the position to be filled. The applicant must then submit an essay and cover letter, the contents of which are reviewed by a panel of experts made up of public servants attached to the IFT’s substantive Administrative Units. Subsequently, the applicants are subject to a curricular evaluation. The final results are published by the IFT through its ProTalentto system.

Applicants who join the Institute as part of the Talent Seedbed occupy a position that offers a salary, four times higher than the general minimum wage in the country, which also includes benefits, including: bonus and higher vacation bonus than those established in labour legislation, medical and life insurance, as well as access to systematised training programmes.

### **Monitoring and Results**

In the previous phase, the applicants to the Talent Seedbed are followed up through the registration of applicants by the IFT, in which information is processed, that includes the entire process described above.

Students who are selected are assigned to one of the substantive areas of the IFT for one year and are required to do substantive work.

In order to give permanent follow-up to the professionals who enter the IFT under the Seedbed, 3 meetings a year are held with the head of the IFT Administration Unit, where the

attitudes and aptitudes they have demonstrated in their area of work are evaluated. Seedbed staffs also have the opportunity to participate in public and open IFT calls for positions of greater responsibility.

### Quantitative results

In 2 years of Program implementation, the IFT issued 5 Special Calls that included 52 total places, as follows:

- Special announcements, which included 38 places, were addressed to recent graduates, mainly engineering students.
- A Special Call was addressed to the Intercultural Program of the National Autonomous University of Mexico, which included 4 places.
- A special call for applications addressed to graduates of 9 intercultural universities, which included 10 places.

All the Special Calls for Proposals included affirmative actions, which aimed to ensure that up to 50% of the places (26) were occupied by women<sup>51</sup>.

To date, of the 33 students who entered the Talent Seedbed, 27 (85%) are active, and 36% are already in positions of greater responsibility at the IFT.

### Qualitative results

The Talent Seedbed allows young people (women and men), mostly students from STEM careers, and from indigenous communities, having completed their careers and without professional experience, to enter the labour market for the first time in decent conditions, with a salary above the market average and carrying out functions related to their studies.

According to a quantitative and qualitative evaluation of members of the Seedbed, 99% of them had an outstanding result.

### Sustainability

The Talent Seedbed is an IFT programme that is funded from institutional budgetary resources within the personnel line. As of April 2018, the IFT reported that it had 42 places for the operation of the project, representing 8.9 million pesos annually. Particularly noteworthy is the development of capacities, associated with training programmes carried out within the IFT. There is an institutional policy that establishes a minimum of 40 hours of training<sup>52</sup> for all its staff. The members of the Seedbed covered 63 hours individually, 57% more than expected.

51 Results as of 31 May 2018: Of the 52 places called, there are 33 winners, 19 men (57%) and 14 women (42%). All the people who joined the Talent Seedbed have an average age of 25 years, 75% (25 people) come from STEM careers (6 women). 18% (6) studied economics and all of them are women. Two people (6%) from intercultural universities with language and culture studies, both women.

52 The average budget 2015-2017 for training was 15 million pesos.



According to the evaluations and evaluations, the IFT expects to continue and expand each year the number of places that will be allocated by the Talent Seedbed through the Special Calls.

The sustainability of inclusion will continue to be implemented through affirmative action, which, in the area of gender, is based on legal norms that promote and promote equality in their actions, based on international and national<sup>53</sup> instruments.

### Challenges facing the organisation in terms of continuity of practice

Stereotypes play a key role in girls and young women's decisions about their professional future. In the areas of science and technology, women continue to be underrepresented in university enrolment.

Although the Special Calls are made at the national level, the IFT facilities are in Mexico City, which constitutes a barrier for the population of other states of Mexico to access it, because it would force them to migrate and change their place of residence, which has different types of implications: economic, social, cultural, etc.

Another of the issues highlighted by the IFT is the need to improve the level of dialogue with its main allies, universities and higher education institutions.

### Why is it good a practice?

The adoption of affirmative actions within the institution and in specific programmes allows for the labour inclusion of young people (men and women) in their first job and in decent conditions; it also contributes to closing gaps and therefore to greater labour participation and inclusion of women and indigenous communities.

## 5.2. BECOMTECH – JUMP IN TECH Program of Introduction to the Technical Professions of Computer Science for Adolescent Women. France.

BECOMTECH<sup>54</sup> is the French National Association that aims to close the gender gap in the fields of science, technology, engineering and mathematics (STEM). It is the only organisation in France working to educate, inspire and equip **adolescent women** (14 to 17 years old) with the skills and resources to take advantage of training and opportunities in computer technical trades. BECOMTECH has organised annual training processes from 2014 to 2018.

**Target population:** Teenage women aged 14 to 17 from the Parisian and Rhône-Alpes region, from a variety of ethnic and economic backgrounds, enrolled in middle or high schools and

<sup>53</sup> In December 2014, it issued a statement against workplace violence that includes the implementation of actions and mechanisms aimed at strengthening human rights and gender mainstreaming, as well as investigating and resolving complaints or disagreements. There is also an annual programme for the promotion of gender equality, diversity and inclusion.

<sup>54</sup> <https://sites.google.com/view/becomtech>. Previously known as WIFILLES, during the process of this consultancy it has changed its name.

with no prerequisite school level. The programme also accepts applications from foreign residents in France and non-French-speaking applicants, making it a social inclusion programme.

### Problem identified and objective of the initiative

According to BECOMTECH, studies on the representation of occupations by school level and psychological development show that stereotypical perceptions of the professional world exist from a very early age. In the case of girls, they are linked to the issue of “reconciliation” of work and family life, while boys do not have this concern and start to worry only about their professional career. It also appears that girls from the age of 15, in a very important period of vocational guidance and career choices, begin to doubt their skills and experience greater uncertainty, in terms of their choice of profession and care for their compliance with gender norms. The obstacles and gaps identified are: a) there have been many initiatives to change the above-mentioned problem but without convincing results; b) the models to be followed are often inaccessible, without prior preparation of the planned audience; c) professional or family networks are very weak or non-existent; d) despite their efforts, the educational authorities have not been successful in promoting the technical sectors with adolescents and adolescent women; e) the initiatives initiated in the first year of secondary school are not followed up with concrete actions.

At the same time, numerous national and international studies agree that there is a *gender gap* in STEM issues. The small number of female students in the scientific, technical and technological disciplines is attributed to several factors: (a) external factors, such as school, family and the world of work. These different spheres have a role in differentiated gender socialization; b) stereotyped gender representations in society and lack of information about studies and careers also have a strong influence on students’ vocational guidance options; c) internal factors such as students’ individual strategies, differences in motivation and self-esteem, as well as different tastes for other disciplines.

In France in 2011, 46% of the students in the scientific secondary school were adolescent girls, but are no longer interested in STEMs after high school. As a result, only 17.4% of engineers are women (including all engineering sectors). Women in the scientific baccalaureate tend to opt for biology or medicine, and lose interest in STEMs. Therefore, although women make up the majority of graduates, they are under-represented in the STEM professions. Simply raising the awareness of girls, especially in secondary school, is not enough to reverse this trend. It is therefore necessary to promote women’s interest in STEMs.

Faced with this diagnosis, BECOMTECH, with its JUMP IN TECH training programme, seeks to help close the gender gap in STEM subjects by improving understanding of the factors that prevent girls from choosing STEMs, and equipping them with the skills and resources to take advantage of computer training opportunities and pursue careers in STEM. Its **main purpose** is to provide a unique course of workshops –JUMP IN TECH– of discovery on computers and their environment, Internet, robotics, programming languages (such as HTML, CSS, JavaScript, Python) and thus open up to the technical trades of the computer field. It also seeks to strengthen the emancipation and empowerment of adolescent women, their ability to make choices about future studies and careers, and their role as ambassadors who influence their own peers, as well as the broader young (and not so young) audience in the use of digital tools.

## Strategy and methodology implemented

The methodology of the JUMP IN TECH programme places participants at the centre of the learning process and combines formal and popular education elements – a ‘serious’ yet entertaining programme that allows for improvements in young women’s self-confidence. It consists of **three phases**: **1) Awareness-raising**: lectures and seminars in middle and high schools to raise awareness of equality between girls and boys. These sessions become the first point of information about the JUMP IN TECH workshops offered to girls between the ages of 14 and 17. To avoid any type of family conflict, parents are invited to participate in this collective information space, which allows them to learn about the job opportunities offered by the digital sector and how it provides their children with promising opportunities for professional integration. This phase allows us to identify the adolescent women with the greatest motivation to participate in the JUMP IN TECH programme and their pre-registration for it. **2) Training** workshops that, as a training process, last at least 180 hours with groups of up to 20 adolescent women. The workshops are held during the school holidays and are carried out by partner companies and dedicated trainers recruited by the programme. By limiting each promotion to 20 participants, you can follow the progress of each young person and help them in all aspects of their training. The training process articulates three types of modules: I) Learning skills: intensive training in computer science, robotics, algorithms, web design, blogging, mobile development, etc.; II) Job discovery: immersion in the partner companies of the programme (internships) and visits to universities; III) Project management: collective and collaborative projects for the creation of products and the development of digital solutions. **3) Girls’ Camp** is the closing event of the course and consists of the presentation of the projects carried out by the participants in the course to the project partners, the educational community and the parents. It is organised and executed (invitation, programme, welcome, facilitation, etc.) exclusively by the course participants.

At the end of the intensive programme, the BECOMTECH Association supports the graduates who become ambassadors of the programme. This support includes vocational guidance, technical apprenticeships (internships) and, in some cases, professional integration. Also, for the graduates of the course, intensive workshops are organised on programming languages so that they can continue to improve their performance and feed their curiosity.

## Types of actions that characterise them

It is characterised by **direct intervention** with groups of adolescent women to facilitate an intensive process of training in digital skills –which is unique for the target group in France. It is a **face-to-face programme** that takes place during the winter break (2 weeks in February), spring break (2 weeks in April) and summer break (June/July), including Wednesday afternoons during school days (in France there are no classes in the centre or secondary school on Wednesday afternoons). Therefore, participation requires a lot of commitment on the part of adolescent women. Upon completion of the training course, the graduates are awarded a diploma. Another feature of the programme is the promotion of **volunteerism**, through a network of ambassadors who are role models for other girls their age and younger in primary schools.

The formation of **alliances and collaborations** is another characteristic of the programme: a) with other associations working in the same field and on gender equality and sexism, for

the holding of events, workshops, exchanges, etc.; b) with companies that collaborate with financial contributions and computer equipment and also by sponsoring adolescent girls and offering visits to companies.

## Monitoring and Results

The practice has a set of monitoring and evaluation tools that allow to follow the individual evolution of the participants and to open a critical and constructive space for the training process. These are: a) a registration form asking girls about their basic knowledge of digital tools; b) an evaluation tool for each workshop and session that all the people involved fill out (adolescent women, partners, teachers); c) a competency framework: mapping of learning objectives with the required skills and levels for each domain that also serves to track the learning of each participant; d) an individual instructional assessment tool to measure the levels achieved by each participant in each of the competencies; e) a group assessment tool to prepare the annual collective educational report that is input to improve the next year's programme.

## Quantitative results

100% of the 80 young participants have completed the programme and have technical computer skills, becoming digital ambassadors. Fifty per cent of the ambassadors who passed their baccalaureate in 2017 (12 adolescent women) are enrolled in science and technology related fields.

A total of 3,900 people have been impacted by the ambassadors' message. In 2018, a group of female alumni participated in a national competition called Factor Científico (Scientific Factor) with a project entitled "Careers"<sup>55</sup> and were selected from among the finalists. Some of the graduates/ambassadors have embarked on entrepreneurial projects, such as offering their services for the creation of websites or applications.

There is a network of ambassadors of 80 adolescent women who lead different types of entrepreneurial projects and initiatives and participate in events, conferences and schools giving introductory talks on the theme of the gender gap in STEM subjects.

Some of the older graduates have asked to be part of the Board of Directors of BECOMTECH, which is indicative of their commitment to the Association and its aims. A group of ambassadors also wants to create a network of alumnae as an incubator for beginners to help women start their own businesses.

## Qualitative results

Between 2014 and 2017, adolescent women and their families in 30 schools have been sensitized to gender equality and orientation opportunities in the digital sector. The courses empower teenage girls, allowing them to mentor other teenagers, make conference presentations and speak publicly about their experience in the digital field. Two graduates were interviewed

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55 <https://sciencefactor.fr/concours/projets/careers>

in the context of a national campaign on the risks facing young people on the Internet<sup>56</sup>, and two others were selected to participate in a national media campaign “All of them have a story”<sup>57</sup>.

Participants in the programme have significantly changed their stance towards the digital world and their vocational potential by understanding that women can play an important role in the digital and computer fields. The educational approach of the course has been useful in improving school performance, in mathematics for example, and has given participants the elements to overcome the fear of public speaking and of feeling more comfortable in the oral exams that are part of the educational system in France.

## Sustainability

During the first few years, local authorities sponsored the programme. Since 2017, the programme has become the NGO BECOMTECH and for the period 2017-2019 it has the following funding sources: a) French Ministry of Education: 2017-2018; (b) Regional Directorate for Women’s Rights, Ile de France, 2017-2018; (c) Regional Directorate for Youth, Sport and Social Cohesion: 2017-2018. It also has private funding sources from the companies Total, Spideo, Sarenza, MAIF.

## Challenges facing the organisation in terms of continuity of practice

The financial risks weighing on any young developing organisation are significant despite the positive signals from many potential donors. There are also risks associated with enlargement. The challenge for BECOMTECH is to go from 1 to 4 promotions per year, maintaining the same level of quality in training in the different regions of the country. The hiring of a pedagogical director to feed the pedagogy and guide the trainers is a key element.

## Why is it good a practice?

It has a **dynamic methodology** and content proposal that has been tested in practice and improved for future expansion. Achieves retention of participants, even when they have to dedicate their vacation to training. The fact that the course is offered during the school holidays allows teenage girls to have access to it without having to decide between other subjects, such as sport and the plastic and creative arts.

In addition to the important technical content, the JUMP IN TECH programme integrates the **empowerment** of adolescent women as a transversal axis. This includes the promotion of **active participation and interaction among the participants** to raise their self-esteem, self-image and confidence to create their own communication tools (websites, videos, etc.), such as course products, and present them in public.

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56 See: <http://france.ureport.in/story/167/>

57 See: [https://www.youtube.com/watch?v=yb6lk\\_1GL64](https://www.youtube.com/watch?v=yb6lk_1GL64) and <https://www.youtube.com/watch?v=3dkXk-KC-vK8>

### 5.3. Programme for the Social and Labour Integration of Young Women – Online Training Course on “Digital Skills for Young Women”. Spain.

The training course on “**Digital Competences for Young Women**” is driven by the Young Women’s Federation (YWF)<sup>58</sup> of Spain which, since 1986, has brought together youth associations of non-profit women. Headquartered in Madrid, it has a presence in eight Autonomous Communities through territorial associations: Asturias, Cantabria, Basque Country, Navarra, Aragon, Madrid, Extremadura, and the Canary Islands.

YWF is a space created by and for young feminist women between the ages of 14 and 30 who, fed up with the inequalities and violence we suffer every day for the mere fact of being women, fight for the protection and defence of young women’s rights.

Annually, since 2014, the course “Digital Competences for Young Women” has been held as part of the *Programme for the Social and Labour Integration of Young Women: Training in “Digital Competences for Young Women” and for the elimination of the digital divide*.

**Target population:** Young women who are unemployed or employed on precarious contracts from all over Spain.

#### Problem identified and objective of the initiative

There is a digital gender gap and high levels of youth unemployment in Spain (55.12% in the under-25 age group), which particularly affects young women. (Young Women’s Federation, email correspondence, April 2018) Faced with this situation, YWF developed a course whose **objective** is to develop digital and personal skills and competences in young women in order to promote their insertion into the labour market and, in particular, their incorporation into the sector of new technologies, thus fighting for the elimination of the digital gender gap.

#### Strategy and methodology implemented

The first virtual course was held in 2014 and has been replicated every year to date. The course consists of three phases: **1. Implementation:** actions to disseminate and inform about the programme at national level, registration for the programme and the process of selecting participants. **2. Job orientation:** individual information and job orientation actions for job placement, which were developed virtually through Skype/Hangouts, email, WhatsApp and telephone conversations. **3. Digital Skills Training Course:** 8 modules of 142 hours total, covering basic IT concepts; word processing; spreadsheet; fundamentals of online applications; presentations; online collaboration tools; and computer security.

Upon successful completion of the course, participants may choose to obtain the certificate European Computer Driving Licence<sup>59</sup> (ECDL) to pass the internationally defined and identical examinations throughout the European Union.

<sup>58</sup> <http://mujeresjovenes.org/>

<sup>59</sup> <http://ecd.org/about-ecd/>

In 2108, in addition to the course, the WFJ, with the aim of breaking the digital gender gap, improving women's access to ICTs in order to facilitate their employability and empowerment, will develop a guide that will continue the campaign to raise awareness of the digital gender gap and training as a tool for young women who want to approach the digital world. The guide aims to respond to the need to ensure equal opportunities and gender equality in the information society for young women and to facilitate their access to the new communication and information technologies.

It is therefore intended to provide tools and resources ICTs that encourage women to banish perceptions of these tools that are foreign to their daily reality, to learn how to use them and to know how to use them according to their interests and needs. The guide will be presented in a series of days with the aim of making the digital gender gap visible and offering the guide as a resource for eliminating this gap and bringing young women closer to new technologies.

The course uses a **methodology** that, in addition to transmitting the key technical knowledge to obtain and maintain a job, is also **participative, interactive and reflective** to achieve the internalisation of new habits and attitudes, and to bring about changes, from the young people themselves, not only in the action, but also at the cognitive and perceptive level. The training process is mentored by at least two young women, who are part of YWF, implementing peer education.

### Types of actions that characterise them

The course, as a **virtual learning space**, has a **direct influence on the young women** who participate in it. It is also characterised by its **communication activities**: 1) communication with institutions and the media; 2) communication with the entities, networks and platforms in which the Young Women's Federation participates, promoting the positioning of young women in the social sphere and their leadership, and disseminating the programme; 3) communication through online social networks 2.0 of participative interaction that serve to position the Young Women's Federation in the virtual space, identify itself corporately and be in direct contact with young people, who are the socio-demographic group of special incidence.

### Monitoring and Results

In order to monitor and follow up the course, coordination meetings are held in which those responsible for the organisation, the technical and volunteer staff, the related public administrations and experts in the topics covered in the course are involved. We also have a technical team that offers management, administrative and accounting support, technical coordination, development of training contents and materials and awareness and advocacy necessary for the effective and efficient development of the course.

The monitoring and evaluation of the participants is carried out continuously, through their participation in the online training platform, through the monitoring of entries to it, hours of dedication, their participation in the forums, the implementation of the activities of each module, through individual interviews in the orientation phase, and finally, in their attendance at the examination and the results obtained in the same.



Women who pass the training are issued with a certificate from YWF, and those who pass the exam are issued with a certificate from ECDL. At the same time, a sheet of signatures of the participants of the day of the exam is handed out.

### Quantitative results

From 2014 to 2017, 64 young women participated in the course. 82.98% of the participants, who started the programme between 2014-2016, finished it; 76.92% of the participants who finish the programme obtain ECDL Accreditation; 47 young women went through the phase of individualized **job orientation** between 2014, 2015 and 2016.

68.09% of the young women who began training between 2014 and 2016 found employment, and 25.53% continued their university studies.

### Qualitative results

It is reported to increase the knowledge and development of the skills needed to be competent in the implementation of digital skills and reduce the digital gender gap. Developed ICT skills in young women and increased job expectations.

This is reflected in the increase in job expectations in the female professional field, favouring their progressive incorporation into technical professions, as well as women's knowledge of the different itineraries and alternatives for actively seeking employment.

### Sustainability

The course is financed by the Ministry of Health, Social Services and Equality, through the Call for Proposals of the Ministry of Health, Social Services and Equality Personal Income Tax (IRPF), rising from €13,412.00 in 2104 to €20,000.00 in 2017. No other sources of funding are reported.

### Challenges facing the organisation in terms of continuity of practice

Over the years, there has been difficulty in the commitment of students to start and finish the training, so, despite being a free training for participants, from 2017 it was agreed to establish a pre-registration fee, which was not refunded if the training was abandoned without good reason, in order to strengthen their commitment to the course.

Monitoring processes focus on continuity of participation and qualification of acquired knowledge and skills. There is no proposal for indicators and instruments to monitor participants in the dimension of their empowerment.

The gender equity and empowerment approach could be further strengthened to further improve comprehensiveness. The current proposal is limited to issues of personal skills to enter the world of work, but does not go beyond this. Gender is the starting point for the analysis of the problem, but it has not been explicitly mainstreamed into the programme, nor as a theme / matter in itself.



### Why is it good a practice?

The **combination of skills**, specific and technical knowledge and other fundamental knowledge to obtain and maintain a job such as: know how to do, know how to be and want to be. The **participatory, interactive and experiential methodology** that has allowed training in digital skills and learning through group interaction. Obtaining results different from the usual ones, to achieve changes not only in the action, but also in the cognitive and perceptive level. **Empowering** young women, as the mentor is a young woman, thus enhancing the ‘**peer education**’ that is so successful in programmes with young people.

### 5.4. Information technology know-how for women returning to work after childcare leave – FrauenComputerZentrumBerlin (FCZB). Germany.

The Computer Centre for Women (FrauenComputerZentrumBerlin e.V., FCZB) is a civil organisation. The implementation of the practice began in 1984 and is currently funded by the Berlin Senate and the European Social Fund, 2016-2018.

**Target population:** Women re-entering the labour market

#### Problem identified and objective of the initiative

Differentiated levels of employment: in 2015, Germans without a migrant background had an employment rate of 74.6%, while among Germans with a migrant background it was 55.7% in the same year. The difference between men and women was 2.8 per cent between persons with no migration background and 4.2 per cent with a migration background, with 15 per cent for foreigners. Generally speaking, women with children under the age of 6 are less likely to be employed or have an income from work. When women are in the reproductive stage, their rate of participation in the labour market falls. These problems, in the case of migrant women, are accentuated because they usually do not have family support.

The “IT-Know-How for re-entry” project offers unemployed women and women with a migrant or refugee background a modular and flexible possibility to re-enter the German labour market, preferably with an occupation that can provide them with a livelihood and promote their economic independence. This objective is achieved through the acquisition of skills that complement each other and can be used by the participants according to their abilities. In this context, the main objective of the initiative is to prepare women for an administrative career in different sectors, as this area is still being discovered in Berlin.

#### Strategy and methodology implemented

The programme is implemented on the basis of a constructivist didactics that is sensitive to gender equality and takes into account access to technology, as well as the biographical elements of the participants and their levels of skills and knowledge of information technologies (IT). Skills required for administrative occupations.

The training programme is structured as follows: the first is a 12-week basic course if necessary for women with a migrant background and little knowledge of the German language; the second (central) 19-week IT-Know-how module; the third additional module, if desired, is 6 weeks on financial accounting.

Within the programme, the so-called “charters of competence” are implemented, which FCZB uses to analyse the potential and balance of the skills of trained persons, a tool developed by a scientific consortium to be used especially for people with a migration background.

The tool aims to support participants in gradually improving their work-related IT and German language skills, in recognising and expanding their own skills and, in the course of an initial analysis of potentials, developing career prospects for re-entering the labour market.

The core training content provided by FCZB includes the development of skills related to IT and media work. Through e-learning and the transfer of knowledge about new technologies, women are prepared for lifelong learning and flexible work processes. The training processes promote balance and the development of potentials and competences through different working methods: individual consultation and the consolidation of work-related German language skills, individual and group<sup>60</sup> learning of participants.

The qualification of the population served is done by measuring the knowledge acquired in the use of Office and Internet / Social Media programmes along with the skills needed to work in a modern office (writing letters and reports, style and expression, DIN standards, calculations, preparing presentations, working with social networks, etc.), suitable for new types of work, organisation and learning in a practical way.

One of the characteristics of the training programme is that it takes into account the particularities of the target group, whose members often have dependent relatives (children or the elderly), by developing online learning tools and flexible working times. For example, with part-time training with the possibility of individual training time online or in FCZB rooms, flexibilisation of learning through e-learning contingents or consultations on learning problems and others.

Another feature of the programme is that it applies the intercultural approach, strengthens/improves the key competences of the participants and includes the initial steps to move from an integrating to an inclusive approach.

Participants in the programme have the opportunity to demonstrate what they have learned through the final project they must present, which includes skills in word processing, spread sheet design, time management, web search and presentation skills.

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<sup>60</sup> A preparation module (12 weeks) includes occupational orientation, German work-related language skills and the first determination of potential/capacity identification. By balancing existing skills and the ability to express these skills in German, the continuous learning process is assessed and self-confidence is strengthened. The main qualification module (19 weeks) contains: basic IT skills. The financial accounting of the monitoring module (6 weeks) was created in response to strong demand from the labour market and participants. The contents are: Operating system and file management (Windows 10). Word processing, spreadsheets, presentations (MS Office 2013). Support programmes (recording, scanning, compression, PDF creation). Email, calendar, contacts, tasks (Outlook 2013). Web search and cloud computing. Understanding online databases. Data protection, online security, online law. E-Learning and use of the Moodle learning platform. Balancing skills, application and presentation training. Relevant topics for a return to the job market. Time and self-management.

## Monitoring and Results

To follow up and adapt training programmes, the organisation uses different monitoring tools. The profile passport is a tool for identifying and documenting competencies (for adults and young people)<sup>61</sup>. The competence cards of the Bertelsmann Foundation are used to assess the potential of people with a migrant background in 46 different competences (word and image) translated into seven languages (English, French, Russian, Turkish, Arabic)<sup>62</sup>.

Through the Formative Evaluation, the analysis of potential and balance of competencies is carried out by comparing the beginning and the end of the training which includes: the first interview, “profile passport” (Profil Pass), “competence cards” and individual consultation with training managers. They carry out two reviews on the follow-up of the women participating in the trainings (after 4 weeks and 6 months).

The organisation was recognised with two quality certificates LQW (Lernerorientierte Qualitätstestierung in der Aus-, Fort- und Weiterbildung)<sup>63</sup> and AZAV (Akkreditierungs- und Zulassungsverordnung Arbeitsförderung)<sup>64</sup>

## Quantitative results

The population served is between the ages of 30 and 49 and the average age was 47 between 2015-2016.

120 women participated in the programme in 2017/2018, whose employment rate 6 months after receiving the central module (IT-Know How) was 67% in 2017.

## Qualitative results

The project contributes to gender equality in Berlin and takes the first steps towards inclusive learning supported by cross-cultural learning.

The comprehensive training process promoted by FCZB has resulted in: an increase in participants’ skills in all areas; higher levels of self-confidence among the trained population; better professional orientation; the establishment of personal objectives; and finally, the provision of elements for women to plan the next steps necessary to re-enter the labour market.

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61 ProfilPASS, 2006. Know your strengths, plan your future. German Institute for Adult Education – Leibniz Centre for Lifelong Learning (DIE) and the Institute for Structural Research and Development (ies). German Federal Ministry of Education. The localization for Latin America was done with the support of CAMCHAL Cámara Chileno-Alemana de Comercio e Industria A.C. (AHK Chiles). Downloaded from: [http://www.profilpass.de/media/pp\\_english.pdf](http://www.profilpass.de/media/pp_english.pdf).

62 [https://www.bertelsmann-stiftung.de/fileadmin/files/Projekte/Weiterbildung\\_fuer\\_Alle/LL\\_Kompetenzkarten\\_DE\\_CC\\_7Sprachen\\_beidseitig.pdf](https://www.bertelsmann-stiftung.de/fileadmin/files/Projekte/Weiterbildung_fuer_Alle/LL_Kompetenzkarten_DE_CC_7Sprachen_beidseitig.pdf).

63 It is a verification of the quality of continuing education where the student is central to measuring the learning outcome.

64 It is a standard to be met by independent organisations funded by the Employment Bureau and audited.

## Sustainability

The actions of the Programme are funded by the Berlin Senate and the European Union Social Fund (2016-2018). Such financial support is expected to continue for the period 2019-2021.

In line with the sustainability of the results achieved to date, FCZB is developing manuals and tools (texts) to put them on an online learning platform with modules related to the development of German language skills and the use of media for their inclusion in the workforce.

The organisation implements a communication and information strategy for the project to identify new participants. There are many contacts (written and personal) with social multipliers (projects for migrants, neighbourhood and family centres, “neighbourhood mothers”, equal opportunities delegates from the employment office, clinics, migrant self-help groups, etc.). As part of this strategy, participants take excursions during the courses: Berufsinformationszentrum (BIZ, Professions Information Centre) Friedrichshain-Kreuzberg, Lernladen (Study shop) Neukölln, JobPoint Neukölln, Europa Haus (European House), Museum für Kommunikation (Communication Museum), Gründerinnenzentrale (Founders’ Centre).

FCZB produces publications with the results (good practice, evaluation, experiences and feedback of participants), especially digital ones, on web<sup>65</sup> pages. At the end of the project, they hold a seminar for the exchange with the social multipliers.

### Challenges facing the organisation in terms of continuity of practice

Given the great cultural diversity of the migrant population living in Berlin, the need to implement differentiated tools for training in IT knowledge, German language skills, occupational orientation and life situation has become a challenge for FCZB. To face this challenge, the organisation plans to continue with the adaptation of the training contents to the demands of the labour market.

### Why is it good a practice?

FCZB builds on women’s individual potential to facilitate the setting of goals and the development of their job search profiles. The combination of vocational guidance and occupational identification, supplemented by the expansion of German work-related language skills and the acquisition of basic computer and media skills (in German), offers greater opportunities for women who left the labour market for family reasons to return to the labour market under conditions suited to the demands of the business world.

## 6. SPECIFIC SERVICES FOR YOUNG WOMEN AND RECONCILIATION OF WORK AND FAMILY TIME

### 6.1. Alas de Mariposas: Network of women promoters of empowerment and economic self-management through the full exercise of their rights. Mexico.

The National Shelter Network (RNR) is a Mexican civil association that emerged in 1999, in response to the urgent need of women victims of violence, who had to leave their homes and seek a safe place to provide comprehensive support, confidentiality and support to break the situation of violence experienced. In 2004 it was legally constituted.

**Target population:** Women in vulnerable situations who experience family violence or gender-based violence, young women at risk and in situations of inequality who have no school or work options.

#### Problem identified and objective of the initiative

The justification for the creation of RNR was the high levels of violence against women and girls in Mexico. In 2004, two-thirds of women in Mexico were reported to have suffered violence, and in 2016, statistics show that seven women are murdered every day. (RNR, 2018:1)<sup>66</sup> Most of the women who have been raped do not have the economic, emotional and social resources to break with violent relationships. Hence, the **goal** of the National Shelter Network is (RNR, 2016:6)<sup>67</sup>: Promote the empowerment of women through comprehensive actions that empower their capacities for autonomy, self-determination and economic self-management aimed at the full exercise of human, sexual and reproductive rights, encouraging them to move towards an independent life free of violence. The shelters restore rights and repair the after-effects of violence against women, and are still effective mechanisms to prevent femicide. The Programme has three specific objectives: I. Economic self-management of productive workshops. II. Women as agents of change in their community. III. Strengthening of shelters and care centres.

#### Strategy and methodology implemented

The practice uses a participatory methodology. Based on the needs of the women, the contents of the workshops are defined, aiming at the three specific objectives. RNR's work strategies are based on human rights frameworks with a gender and intercultural perspective, address different types of violence against women, and promote sexual and reproductive rights. A feminist systemic model is applied that includes macrosystem, ecosystem and microsystem, starting from the analysis of determinants and risk factors that impact on the dynamic relationship of people with their environment and vice versa, interfering or favouring reciprocal transformation. The contents of the workshops and trainings include hard (technical) and soft (gender, interculturality, values, among others) topics. RNR encourages the creation

<sup>66</sup> RNR, 2018. Document submitted to the call. January 2018.

<sup>67</sup> RNR, 2016. PROEQUIDAD Project Programme. Mexico City. Mexico.

of Women's Networks of Promoters in the communities covered by the project. Within this framework, it promotes the formation of groups of accompaniment, training and self-management by socializing workshops, activities that promote empowerment and establish links with various organisations and related institutions in favour of a dignified life with justice and gender equality. The application and promotion of various alternatives for women's economic self-management helps them to overcome the vision of the impossibility of moving away from violence. The Programme also aims to strengthen and professionalize the staff working in shelters and external care centres.

## **Monitoring and Results**

RNR has a participatory monitoring and evaluation system, which monitors the development of the capacities and applications of the content learned through the use of skills from the trained women themselves. The development, fulfilment and optimal performance of each of the goals and activities of the project are monitored on a weekly, biweekly and monthly basis.

The use of interactive evaluation tools includes as indicators: the number of women benefited; the number of civil society organisations trained in the self-management programme; the percentage of women who achieve economic autonomy through the products produced; the percentage of women trained as agents of change; and the number of professionals trained.

For the dissemination and accountability of the work of the RNR, systematisations of the experience and testimonial videos are made and disseminated through digital and printed media.

## **Quantitative results**

RNR has developed different interactive tools to derive analysis and documentation of evaluation and impact. According to the systematisation of the first stage of the Alas de Mariposas 2016 practice, the population benefited was 525 people, 20% more than originally planned. 56% of beneficiaries are young women aged 14-29.

Twenty-two women leaders from 18 organisations from 13 localities in the country have been trained in the production of handicraft products. These leaders make continuous replicas, reporting three workshops for the production of artisanal products for 18 women leaders from 13 states of the Republic of Mexico, which, in turn, multiplied to 20 women in each of these states.

There are 120 women reported to have benefited from the economic self-management and financial management actions of RNR member organisations at the national level.

187 women survivors of violence were trained as promoters of sexual and reproductive rights.

164 women were trained in human rights and the gender perspective as part of the RNR and external attention centres.

Support was provided for the institutional strengthening of 41% of the shelters and Outpatient Centres, meeting 100% of the established goals. This includes the design of protocols and models for care with a gender and human rights perspective.

A training programme was developed for 3 workshops on the referral of cases of women's empowerment and economic self-management, to deal with women victims of violence for professionals who deal with them.

Registration of the trademark "Mariposa Wings" of the sustainable and organic artisanal products for commercialization, including the design, elaboration and production of labels and containers for the commercialization of the products of the various shelters of the country. In addition, different products were produced for the protection of women's rights, among which the most important were: The design, development and production of 2000 booklets promoting "sexual and reproductive rights" and the prevention of violence against women. The design and production of 1000 double-bottomed backpacks with a safety plan to protect against risky situations, risky sexual practices, and sexual and gender-based violence. The elaboration of 2000 security plans on resistant paper.

### Qualitative results

In the area of economic self-management, women assume an active participation through the production of artisanal products for commercialization and as generators of change as community leaders, conceiving themselves as citizens subject to rights and capable of actively participating in the public and private spheres.

Capacity building trainings are aimed at professionals to provide warm and effective care with an affirmative effect on the women served.

The dissemination of the results of the RNR and the impact on public policies is carried out through a significant number of publications, among them: "Model of Care in Shelters for Women Victims of Violence and their Daughters and Sons", "Model of Action of the National Shelter Network" and "Architectural guidelines for the design and construction of systematised shelters for women, their children, victims of extreme, family and/or gender violence", "Great Agreement for Equal Treatment", the creation of the Official Mexican Emergency Regulation (NOM) for Shelters. There is an Integrated Model for Care<sup>68</sup> Centres published by the RNR and several public institutions with the advice of nationally and internationally recognized experts.

The design and printing of the booklet on the systematisation of the approach of the External Care Centres of Shelters for Women Victims of Violence and their Children at the national level contributed to the promotion of women's empowerment and the elimination of gender-based violence.

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68 Includes a module of economic self-management. Sexual and Reproductive Rights Primer and Safety Plan.



## Sustainability

According to a diagnosis made by Fundar, 2015<sup>69</sup>, the operation of the shelters in the country is 90% dependent on the National Center for Gender Equity and Reproductive Health, a unit of the Undersecretariat for Prevention and Health Promotion (NCGERH))<sup>70</sup>.

Funding for the Alas de Mariposas project had different support. One of the sources used by the RNR are the public funds bidding, in 2017 the RNR only had access to a public fund (INDESOL) by policies of the federal government of Mexico. RNR's activities are based on the human, material and institutional resources offered by the member organisations that make up the Network, as well as on the alliances and funding obtained from international organisations and socially responsible companies.

In the economic component, RNR provides women with raw materials, through the sale of its products they obtain profits that they reinvest in their activities/businesses and in this way, the programme begins to be self-sustaining.

RNR foresees sustainability in funding in the coming years based on the fact that its work is part of an institutional programme where actions to prevent and address violence against women are incorporated into institutional mandates and the budgets of the public institutions responsible for addressing this problem. But also because of the impact that greater dissemination of the results of RNR's action can have on the identification of new partners in support of the programme.

The sustainability of the results of the RNR is based on partnerships with different civil society and government organisations that replicate the Model in 41 member shelters and 37 care centres in 24 states of Mexico, where there are agreements signed between directors and general management of the RNR and commitments to share reports and documents of the experience. In the consolidation of partnerships between the public sector and civil society, the transparency and accountability of the RNR has been key since its formation through the communication and dissemination strategy that responds to institutional objectives.

On the other hand, RNR's work is highly recognized at the national level, which has allowed it to have an impact on public policies through the design of intervention models and protocols to guarantee attention and service provision from a gender and human rights perspective and to provide support in the carrying out of specific<sup>71</sup> diagnoses and studies by governmental and private bodies interested in learning about the problem of violence against women in Mexico, thereby raising awareness among political actors and the private sector of the economic cost of not addressing gender-based violence. It highlights in particular the

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69 Fundar, Centro de Análisis e Investigación, A.C.(2015) Diagnosis of shelters in public policy to address violence against women in Mexico. Mexico City, Mexico.

70 NCGERH is the unit of the *Undersecretariat for Health Prevention and Promotion*, responsible for national policies for family planning and contraception, sexual and reproductive health, cervical and uterine cancer, breast cancer, maternal and perinatal health, gender equality, and prevention and care of family violence.

71 Work was carried out in conjunction with the National Institute of Statistics and Geography, the first census of shelters for women and their children victims of violence. In association with Fundar, Centro de Análisis e Investigación A.C., a diagnosis was made of the budget for shelters. The Network is a Training Agent, National and International Advisor to Governmental and Civil Society Organisations.



impact of the RNR on the amendments made to Chapter V of the General Law on Women's Access to a Life Free from Violence (LGAMVLV) in the area of shelters (Chamber of Deputies of the H. Congress of the Union, 2011)<sup>72</sup> in coordination with the Gender Equality Commission of the Chamber of Deputies, constituting the legal basis for the continuity of the Alas de Mariposas programme.

### **Challenges facing the organisation in terms of continuity of practice**

Although RNR's resource mobilization strategy is clear, there is always a risk that the resources needed to sustain the activities of the Outreach Centres and Shelters will not be forthcoming. Another risk factor is that women who are part of the programme may not be able to continue for personal reasons.

From the diagnosis made by Fundar, other challenges were identified: the need to make shelters visible in public policy on domestic violence. The concern of the shelters is to comply with the different calls (such as those of the NCGERH, INDESOL and INMUJERES) instead of building a more strategic vision for more effective care for women. The findings of each diagnosis have not reflected structural changes in the design of public policy for shelters. There is a regulatory framework and mandates for different public institutions, but no oversight over compliance with them. There is an atomization of resources and actions that do not contribute to the advancement of the reduction of violence against women and children.

### **Why is it good a practice?**

The training provided in response to the demands of the population linked to the project has proved to be effective from the point of view of the beneficiary population. The creation of networks of women promoters in the communities makes it possible to generate self-managed support and training groups by socializing workshops and activities for the promotion of empowerment and maintaining firm links in favour of a dignified life with justice and gender equality, with regional and national impact on raising awareness of violence against women. The diversification and promotion of women's economic self-management alternatives encourages them to move away from the violence generated in their personal, family and social affective relationships. The strengthening and professionalisation of the collaborating personnel in shelters and Outpatient Centres, maintaining the multidisciplinary attention, with personal and professional impact that calls for the replication of good practices in various environments.

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72 Chamber of Deputies of the H. Congress of the Union, 2011. General Law on Women's Access to a Life Free of Violence. General Secretariat of Parliamentary Services Documentation, Information and Analysis Center Latest Reform DOF 28-01-2011 New Law published in the Official Gazette of the Federation on February 1, 2007. Downloaded from: <http://www.cofemer.gob.mx/lgamvly.pdf>.

## 6.2. Centre for Integral Development for Employment. Uruguay.

The programme is presented by the Centre for the Promotion of Human Dignity (CPHD), Non-profit Civil Association, founded in 1998. Its purpose is to attend to and promote families that for various reasons find themselves in situations of vulnerability, such as homelessness, domestic violence, unemployment, unexpected pregnancy, among others.

**Target population:** Young women, aged 15 and over, at high social risk, especially pregnant women and/or women with young children.

### Problem identified and objective of the initiative

Unemployment, domestic violence and pregnancy in a situation of distress are some of the factors that undermine the dignity of women and the family and on which CPHD focuses its work. The **aim** of the initiative is to “generate concrete alternatives for economic inclusion, so that women who are at risk can overcome the situation, effectively enter the labour market and are able to support their families with dignity and autonomy”. A. Abraham (February 2018). The information sent by the Centre for the Promotion of Human Dignity – CPHD – in the framework of this call for proposals has been rescued.

### Strategy and methodology implemented

CPHD articulates efforts from a perspective of complementarity, establishing **alliances** with other social sectors and various actors: the community, the business sector and the public sector.

CPHD's triple-impact model includes the following components: **Social development:** providing rapid income-generating tools for women heads of households and young people at high social risk. **Economic development:** promoting real businesses, small and large scale, competing legitimately in the market and generating income for dozens of families. **Environmental development:** included within the concept of “circular economy”, reusing waste material as raw material for the production of quality products.

CPHD's methodology is based on two fundamental pillars:

**Attention to the social problem:** Once the person communicates by any means (Facebook, telephone, physically or by referral from an institution), they are assisted by a reception team, made up of a social worker and a psychologist, who diagnose the situation of women, and clear up any difficulties that may become an obstacle to the development of their process of economic inclusion (lack of education, domestic violence, homelessness, addictions, among others) and together with the woman, a viable social and labour project is drawn up for their conditions. The activities include: psychosocial support throughout the process; workshops on self-esteem and personal growth and maternity; specific support (housing solutions, food, transport), legal advice, etc. A very important component, which has made a difference for many women, is having a ‘child care space’ for children under the age of 4 while the mother is training and/or starting work.

**Economic Inclusion:** the second pillar is based on the rapid integration of women into the labour market. Bearing in mind that most of the women who access this programme have very low level of education and/or little or no work experience, the first step is the design of the socio-labour project that the woman can develop in the short term.

### Types of actions that characterise work for economic inclusion

This initiative is also developed with the support of the programmes that the organisation implements, being these:

**Promotion Program:** is an educational programme that provides technical training in various areas according to the aspirations and skills of women. There are 12 options such as textiles, silkscreen printing, gastronomy, salon and bar, hairdressing, computer science, glass fusion and others. In addition to technical training, transversal skills are added: social skills for work and life, labour law, IT, English (optional). These are short courses of no more than 3 months, with a methodology of “**learning by doing**” which allows women to generate income quickly.

**Opportunity Program:** is an **incubator** that promotes the formation of personal or collective productive microenterprises through tools such as business management training, technical advice, market research and marketing, access to credit, logistical support (transport, tools, raw materials), design, and quality control, physical space for production, exhibition and sales, etc.

**Women Entrepreneurs Club:** It is a space of **participation** and greater autonomy (self-management), where entrepreneurs who already have the business in operation organise themselves to generate new forms of joint marketing and support each other.

**Inclusive Business.** These are **larger scale businesses**, where numerous women entrepreneurs participate at the same time, producing the same product or service, which guarantees them more stable and significant income.

In addition, CPHD develops other strategies to ensure the proper functioning of its programmes, and coordinates with all social sectors and their various stakeholders: such as the community, the business sector and the public sector.

### Monitoring and Results

CPHD, in order to monitor its programmes, accessed a platform that allows it to enter data. With the support of a specialist technician, the information of the population accessing its services was recorded. This system allowed changes to be introduced in the organisation’s policies and work strategies, particularly in the social aspects, which should guarantee better inclusion of families and in some procedures related to economic aspects, as the results of the organisation’s actions were visualized.

CPHD began to carry out a systematisation of the processes implemented, but this has not yet been completed. A manual of procedures is being prepared to facilitate the replication of the three-pronged model (economic, social and environmental).

## Quantitative results

In 2017, the Economic Inclusion initiative provided care for 329 families. The average age of the women was 25 years and 75% had minor children.

178 people from the Promote Program successfully completed the process and 364 certifications of completed courses were awarded. 89 women from the Opportunity Program were trained in entrepreneurship workshops, with the support of top-level organisations. 1,000 enterprises were formed, led by women from the Entrepreneurial Women's Club. More than 60 inclusive businesses were developed under the "Inclusive Businesses" programme, which produced more than 45,000 textile and food products. Forty-six public and private companies participated. In addition, 15 donated raw materials. 53 women generated income from these businesses.

## Qualitative results

CPHD has become a benchmark for the economic inclusion of women heads of households in Uruguay. The Promote programme has been strengthened, and technical and entrepreneurial training has been duplicated. The companies are motivated to participate in inclusive businesses that generate work for Uruguayan families and with environmental commitment. A database is being created to systematise the information from now on. The triple-impact model that CPHD (economic, social and environmental) has proven to be effective and work has begun on expansion in two departments, Paysandú and Maldonado, as well as other localities that have expressed interest. In 2018, CPHD will be moving to a larger and more functional location, which will allow it to expand its coverage and improve its service in Montevideo and to become the headquarters of the Network that will be established at the national level.

## Sustainability

CPHD has been able to sustain itself thanks to the diversification of its funding sources and the credibility it has gained in the community. Today it has an adequate infrastructure and first class equipment to carry out the various workshops.

In addition, it has developed inter-institutional alliances that have allowed it to articulate public and private resources: alliances with the business sector, projects with national and international organisations and the participation of national and international volunteers. The model has aroused the interest of the academy, through agreements with several universities, for example in the areas of communication, entrepreneurship and design. On the other hand, it is the community itself that, by knowing the mission and the testimonies, contributes to sustaining the programmes through cash and in-kind donations, participation in events, volunteering, among others. Activities and services are permanently articulated with other organisations. It has also had resources articulated with universities, social organisations and companies with CSR. Participation in Networks: Support network for future entrepreneurs, Entrepreneur Portal, Entrepreneur Service Point. Some friendly companies collaborate with advice, donations, volunteer work and others.

## Challenges facing the organisation in terms of continuity of practice

The main difficulty is financing. There is no stable support from the State to expand the coverage of its actions and the replication of the model in other departments of Uruguay and/or the region.

### Why is it good a practice?

CPHD's practice has been sustained through the **diversification of its funding sources** and the credibility it has gained in the community. Today it has an adequate infrastructure and first class equipment to carry out the various workshops. Its work strategy is to intervene in areas or problems where others are not present, which is characterised by the **flexibility** of its work, adapting **strategies according to the needs** of women, particularly to respond to young pregnant women or women with young children.

It is innovative in the development of an **inclusive business** model involving both companies and State agencies, which has proved to be effective as an alternative that contributes to reducing inequality and exclusion of women, especially in access to **opportunities** for young mothers.

## 6.3. Financial Education and Life Plans Project. Brazil.

This project, which began in 2016, is being carried out by the Young Men Christian Association of Rio Grande do Sul (YMCA-RS) which was founded in 1901, and which is part of the global alliance Young Men's Christian Association (YMCA)). Its objective is to promote the spiritual, moral and social improvement of its members, users and beneficiaries, including youth development and vocational training.

**Target population:** Young people between the ages of 15 and 30, mostly women. They are young people who are exposed to social and economic vulnerabilities, coming from marginalized communities in the city of Porto Alegre.

### Problem identified and objective of the initiative

Despite the creation of public policies designed to reduce the damage caused by inequality, the gender pay gap remains significant in Brazil. Families served in the communities covered by YMCA-RS tend to have low incomes, low schooling, housing problems and violence, as well as difficulty in accessing quality health care. All this inequality results in the marginalization of communities, and marginalization accentuates racial/ethnic and gender biases. The conflicts generated in these large communities are inclined towards violence against women, who are the main breadwinners of the family, and who are mostly led by single mothers. In this context, the **objective** of the project is: a) To train young people, particularly women, in financial education, life (and vocational) plans and home economics. b) To provide vocational training courses on topics that allow access to work and/or the organisation of small businesses.

## Strategy and methodology implemented

The project provides structured training courses for young people on the themes of the project. It also offers training spaces for young people and families (for example, on the subject of family life). It also organises courses, given by specialists, on vocational training in subjects such as gastronomy, air conditioning maintenance, handicrafts and youth entrepreneurship with access to professional certification.

## Types of actions that characterise them

It deals with **direct interventions with young people** to improve their access to work and/or the development of their own **enterprises**.

It is characterised by the development of **partnerships** with state, civil society and private sector organisations, including banks, municipal sports and education bodies, youth organisations and private companies.

## Monitoring and Results

The monitoring of the project is carried out using instruments that the systematised technical team uses with the participants. The first contact is given after 6 months and the second after a year, since the courses offered are to achieve rapid entry into the labour market. The evaluation is also carried out in the forums with the participants and the work team.

## Quantitative results

In the years 2016 and 2017 the programme has already had an average of 300 participants, in 28 groups.

By 2018 the goal is to serve another 12 groups in the year.

## Sustainability

The sources of funding are partnerships with the public sectors and private companies interested in contributing to the project. Every two years the social development area of the YMCA-RS publishes, through a planned event, the Social Report. This event aims to bring together investors and potential new investors, as well as customers, suppliers, YMCA-RS employees and families served by social programmes, so that the event occurs as accountability to all stakeholders in the process.

## Challenges facing the organisation in terms of continuity of practice

The difficulties encountered are the continuous evasion and absenteeism of participants who, for various reasons, do not comply with the course schedule. This has led to faster implementation of training/training and courses, as the greatest demand from participants is for employment and financial income.

### Why is it good a practice?

The project considers this to be good practice, as it *“brings together this very specific audience with skills that can combine theory with the pragmatism of technical and rapid training”* (YMCA-RS, email correspondence, April 2018). The current political scenario in Brazil does not allow these actions to have an impact on public policy, but it is understood that, in addressing people’s lives, these actions have an impact on the political life of these young people.



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