7 PROMISING PRACTICES FOR GENDER EQUALITY

PREVENTING IRREGULAR CHILD MIGRATION
IN CENTRAL AMERICA (PICMCA)

Canada   Children Believe   CONFIO PICMCA   ChildFund International   educo

ACKNOWLEDGEMENTS

Front cover image: Young women participants from the PICMCA project. Credits: Gretchen Robleto, Children Believe Nicaragua.

INTRODUCTION

This document presents the promising practices and lessons learned during the implementation of the Preventing Irregular Child Migration in Central America and Mexico project (PICMCA, known in Spanish as CONFIO) being executed in Mexico, Guatemala, El Salvador, Honduras and Nicaragua, between 2017-2021.

Children Believe is leading the implementation of this 4-year regional project, in alliance with ChildFund International (USA) and EDUCO (Spain), with the financial contribution of 12.6 million dollars by the Government of Canada.

The ability to identify promising practices and lessons learned allows us to share the learnings derived from the project's experience in order to scale up the practices by sharing them with other development partners, such as community-based organizations, international organizations, private sector actors and government entities that have been key partners in the implementation of strategies for the prevention of irregular migration, with a focus on gender equality and inclusion, which are concepts closely linked to the principles of human rights and the Sustainable Development Goals.

A promising practice is one that yields positive results in the specific context of the project in the third year of its implementation. The compilation of these experiences that facilitate learning is based on the understanding of what has worked and what could have been done better. Lessons learned are found in the programmatic areas of the project: protection, employability, and youth participation. These areas all have a gender focus as a cross-cutting theme.

CONTENTS

Programmatic focus

The lack of economic opportunities and employment, direct and threatened violence, along with the lack of spaces for participation in social transformation processes at the community and regional levels are among the main factors that motivate irregular migration[1].

The three main components of the PICMCA project (programmatic areas) are based on reducing these three structural causes of irregular migration, with a gender-based focus that promotes gender equality and equal opportunities.

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1.   Baseline Study, 2017.

The PICMCA project has three main programmatic areas:

Protection

Improved child protection services with an emphasis on gender and violence prevention programs at the community level for girls, boys, adolescents and youth.

Employability

Improved skills for employment and work experience of young women and men at risk of irregular migration so they can participate, on equal terms, in sustainable income generating activities.

Participation

Improved participation and leadership of young women and men, on equal terms, to inform and influence national and regional decision-makers and the public on preventing irregular migration.

To identify the gaps and challenges that perpetuate gender inequality, the PICMCA project carried out a gender analysis at the start of project implementation and based on the identified gender inequality factors, a Gender Strategy (GES) was designed for the project. The courses of action of this strategy are based on the particular contexts of each country.

Human Rights Focus

Gender equality and inclusion are part of a cross-cutting human rights approach of the project that materializes through promoting the improved access to assets and livelihood services for people at risk of irregular migration due to factors of environmental, social and personal vulnerabilities.

This approach requires more intentional measures based on the inclusion of women and other interest groups that share multiple factors of vulnerability such as gender, sexual orientation, ethnicity and rurality, among others.

Key
terms

Gender Equality:

❝Gender equality is based on the recognition that women have historically been discriminated against and it is necessary to carry out actions that eliminate historical inequality and reduce the gaps between women and men in such a way to lay the foundations for effective equality between women and men while taking into account that the de facto inequality that women suffer can be aggravated depending on age, race, ethnicity, sexual orientation, and socioeconomic level, among others."
(UN Women).

Social Inclusion

❝The process of improving the terms for individuals and groups to participate in society, improving the ability, opportunity and dignity of people who are disadvantaged due to their identity, so that they can participate in society."
(World Bank)

International reference framework

The PICMCA project is part of the Government of Canada's international development cooperation, even though the project was approved prior to the publication of the Feminist International Assistance Policy of Canada, which was released in 2017.

Canada's Feminist International Assistance Policy is an instrument of development cooperation, focused on supporting the achievement of the Sustainable Development Goals. The policy aims to address inequality to help women and girls be empowered to reach their full potential, which will benefit families and the economic growth of their communities and countries.

Action Area Policies (Canada's Feminist International Assistance Policy)

Gender equality and the empowerment of women and girls

HUMAN DIGNITY

PEACE AND SECURITY

GROWTH THAT WORKS FOR EVERYONE

ENVIRONMENT AND CLIMATE ACTION

INCLUSIVE GOVERNANCE
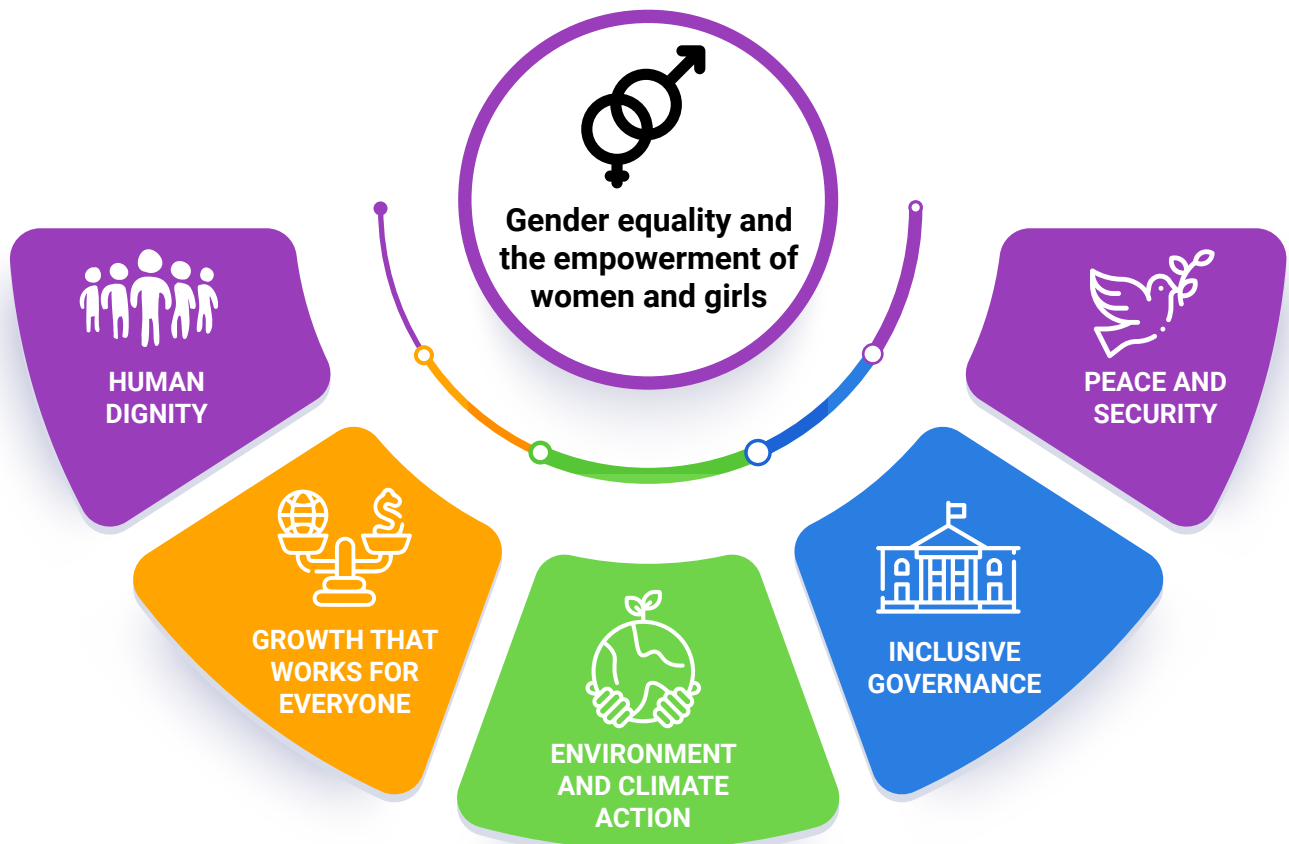
The Government of Canada has a vision to build a more peaceful, inclusive and prosperous world and particularly recognizes that women and girls are powerful agents of change for development and peace. The feminist approach suggests that when women are fully empowered, economies prosper and the benefits of growth and development reach more people.
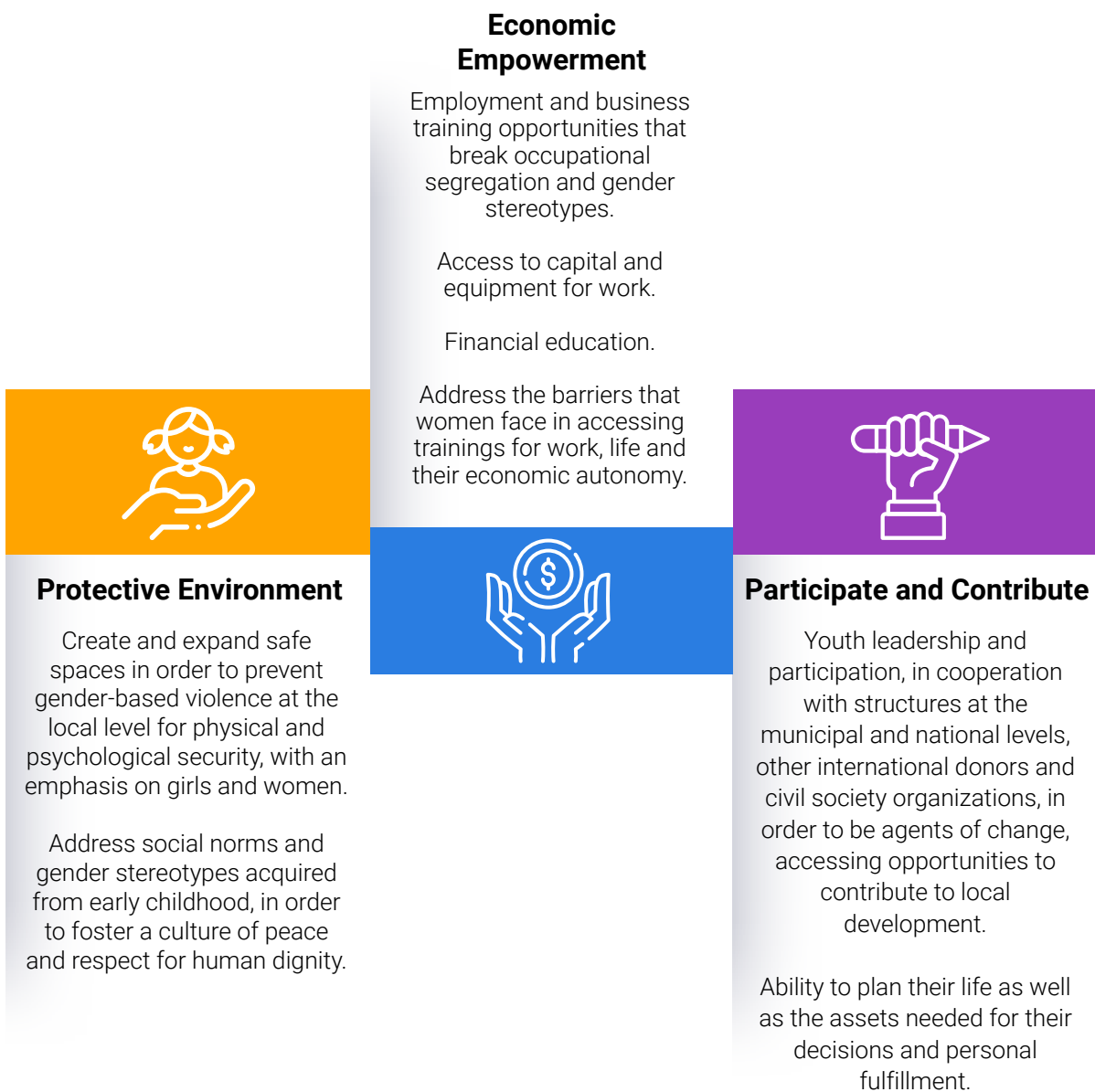
Canada's International Feminist Assistance Policy strongly focuses on gender equality and the empowerment of women and girls. To achieve this central objective, the policy is based on six areas of action: human dignity, growth that works for everyone, environment and climate action, inclusive governance, and peace and security. These areas of action were chosen for their ability to generate transformative changes, offer real opportunities, of the kind that will make a lasting difference in the lives of women and girls, helping to break the cycle of poverty and build a more peaceful, inclusive and prosperous world.

The PICMCA project contributes to at least three of the main objectives of Canada's International Feminist Assistance Policy by:

1. Improving the protection and promotion of women and girls rights.
2. Increasing women's participation in equitable decision-making, particularly when it comes to sustainable development and peace.
3. Giving women and girls more equitable access and control over the resources they need to ensure economic and social equality.

For the gender mainstreaming approach, the programmatic reference instrument is the Gender Strategy, which was developed from an analysis of the gaps and barriers to reach gender equality in the five intervention countries.

The Gender Strategy is summarized in the following main courses of action that are implemented through the three main programmatic components.

Economic Empowerment

Employment and business training opportunities that break occupational segregation and gender stereotypes.

Access to capital and equipment for work.

Financial education.

Address the barriers that women face in accessing trainings for work, life and their economic autonomy.

Protective Environment

Create and expand safe spaces in order to prevent gender-based violence at the local level for physical and psychological security, with an emphasis on girls and women.

Address social norms and gender stereotypes acquired from early childhood, in order to foster a culture of peace and respect for human dignity.

Participate and Contribute

Youth leadership and participation, in cooperation with structures at the municipal and national levels, other international donors and civil society organizations, in order to be agents of change, accessing opportunities to contribute to local development.

Ability to plan their life as well as the assets needed for their decisions and personal fulfillment.

Promising
practices

1.   Identify and work
on the barriers

The project learned and identified the specific challenges affecting the participation of women and other groups at risk of social exclusion. The lesson learned is the importance of working with an ecological approach. This model considers the influence of the individual, family, peer, community, and social structures at the national level when planning and executing interventions.

Based on the Gender Analysis that was implemented in each country of intervention at the beginning of the project, PICMCA proceeded by identifying and analyzing gender-specific problems and barriers.

Using this analysis, the project carried out the Gender Strategy, which set out the recommended courses of action to address the barriers to child protection, employability and youth participation.
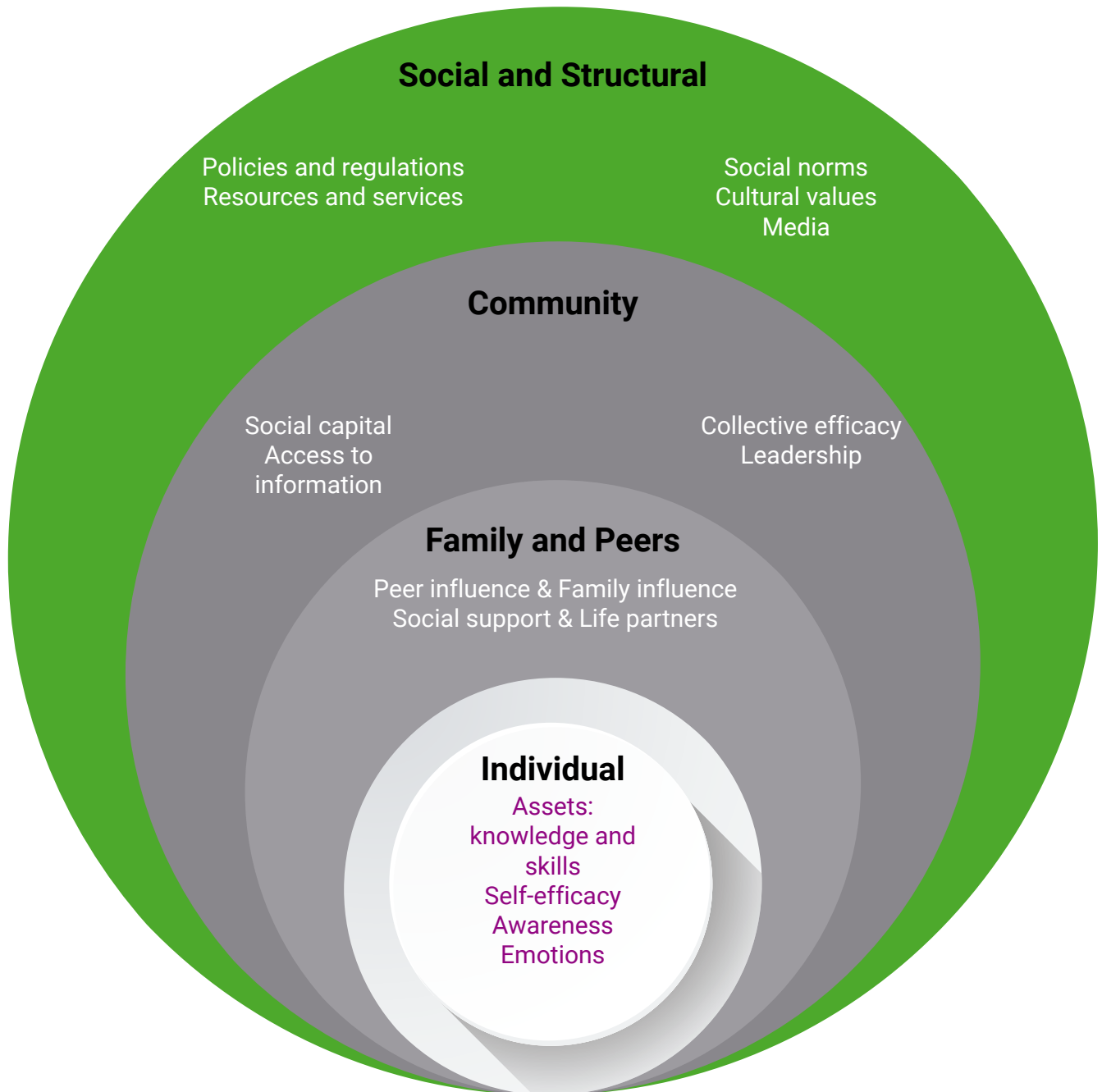
Environmental and social barriers were identified from the analysis of personal, peer, community, and national contextual factors that represent barriers to gender equality.

The barriers linked to the project include the lack of a support system for young mothers/women, the chauvinistic 'macho' culture, and unpaid care work which are all multidimensional barriers to achieving gender equality (Gender Strategy, 2017).

Male hegemony has also been a barrier. In rural contexts such as in Guatemala and in Nicaragua, the availability of young women to participate was limited due to their responsibilities in unpaid domestic and care work, which limited the time they had available.

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Socio-Ecological Approach

Social and Structural

Policies and regulations
Resources and services

Social norms
Cultural values
Media

Community

Social capital
Access to
information

Collective efficacy
Leadership

Family and Peers

Peer influence & Family influence
Social support & Life partners

Individual

Assets:
knowledge and
skills
Self-efficacy
Awareness
Emotions

Work with the community in communities

Cultural Barriers

In indigenous communities, the project engages parents to help them see the potential contribution youth can make towards their development and the well-being of their families if they have access to training opportunitties.

Simultaneously, the project seeks to transform cultural practices that limit the participation of young women in public life. In a coordinated way, the project works with governance structures at the local level such as community and municipal development councils to raise awareness about the importance and the rights of youth to participate in training activities and spaces of youth leadership

Here are some cultural barriers encountered:.

"'I rarely participate because I have work to do at home. I do the housework because my mom is in the market selling."

Mirna (19), from Aguacatán, Guatemala, belongs to the Aguatecos indigenous group.

"Women have to help their mothers to do services (housework) and the young man (collects) bundles of firewood. They both work."

Eliodoro,
President
Community Development Council
(COCODE) in Cantón Ranchón.

2. Holistic programming

The implementation of holistic programming has consisted of combining youth participation in at least two components of the project: employability and participation. This intervention model provides the opportunity to carry out comprehensive services for young women.

Holistic programming is defined as interventions that "include multiple components to address diverse needs, interventions that provide comprehensive youth services or life skills programs that include remedial education and social skills training. By definition, all intersectoral programs are holistic, but not all holistic programs involve multiple sectors that work systematically towards a common set of results."[2]

Combining interventions is crucial for young women since, in parallel to promoting the development of technical and/or business skills, soft skills are also developed on which is important considering that the market/business field is highly competitive and not usually cooperative. The need to build on these skills is linked to parenting norms to which women have been exposed since childhood. Girls are usually educated to be passive in terms of taking initiative, it is not socially acceptable to make their voices heard, therefore, business training programs contemplate the development of self-confidence, assertiveness, decision-making, and leadership, to face those social/structural barriers.

After completing the employment/business training, life skills, and leadership programs, the young women participated in formulating financially viable project proposals to be implemented in their communities to provide services and products that are locally in demand.

"Instead of considering leaving the country irregularly, we opened a family business, put our skills into action and are now part of the sustainable economic development that El Salvador can achieve", explains Zayda (26), a member of REDJU (Youth Network), a platform that seeks to boost the collective power of youth.
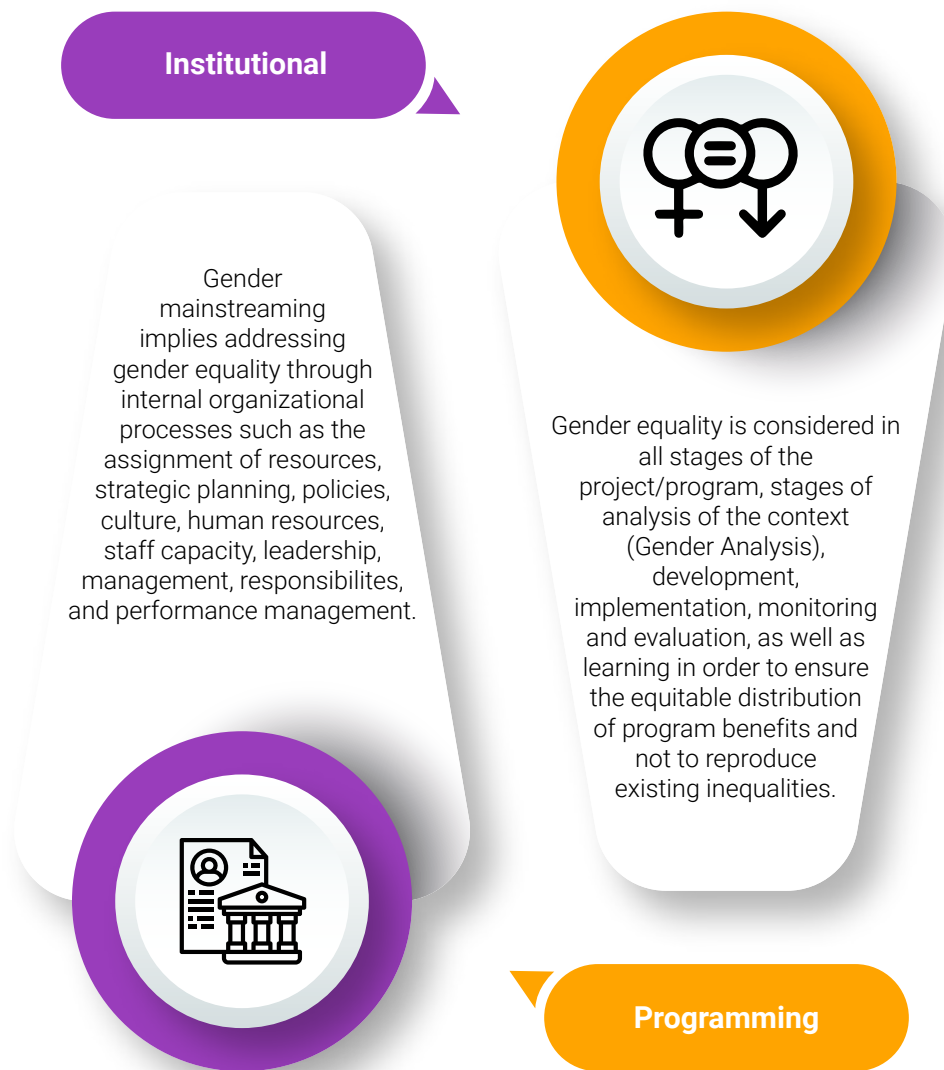
"Low economic activity and the lack of job opportunities are the strongest drivers for young people opting for irregular migration. I want to encourage young people through REDJU. Together we can transform the reality of our society and leave a generational legacy".

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2. Clare Ignatowski, personal communitcation, 2012.

3. Measurement and capacity development

A central axis of the PICMCA project's Gender Strategy is the development of institutional capacity in gender, through trainings that focus on how to implement a crosscutting-gender approach. Once the capacity is created and strengthened, this is evidenced through programmatic services that reach the beneficiaries and the capacity building processes of implementing partner organizations, in the case of countries that have this model.

Institutional capacity and program services are directly linked to each other:
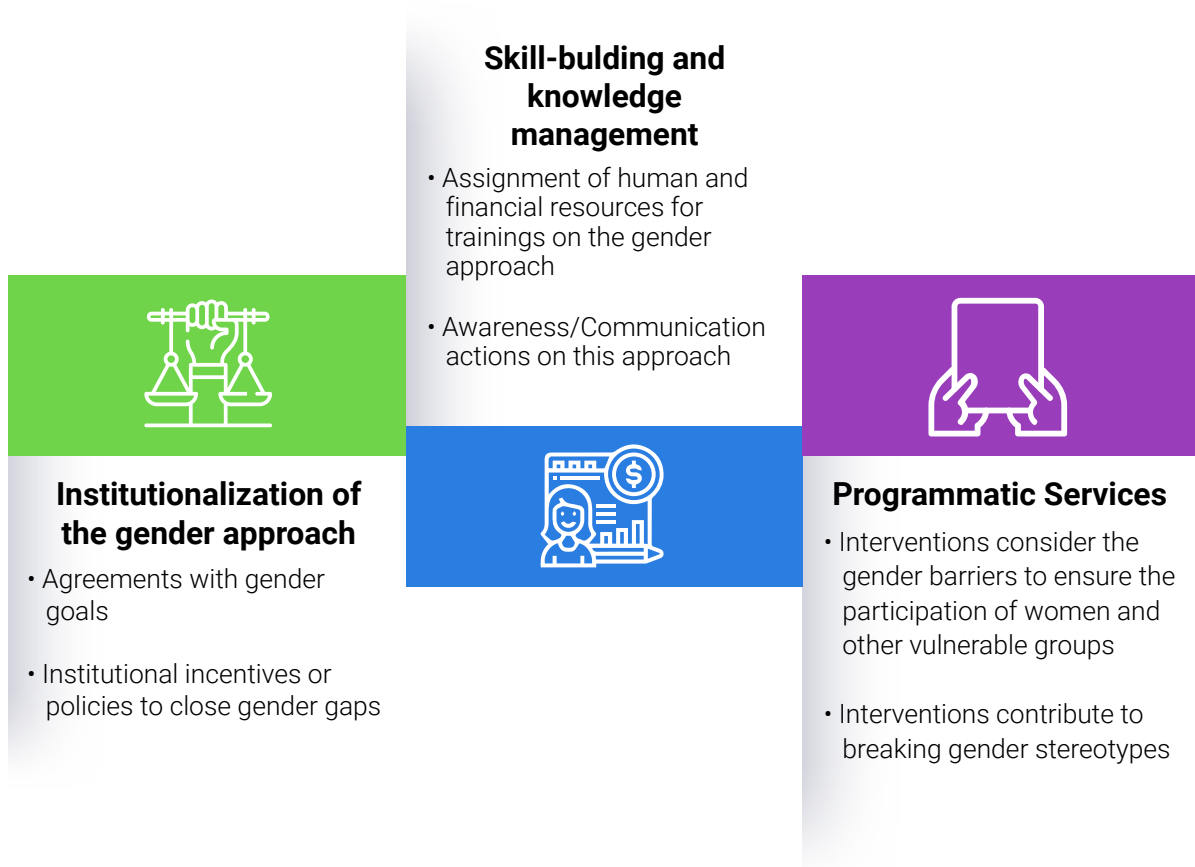
Institutional

Gender mainstreaming implies addressing gender equality through internal organizational processes such as the assignment of resources, strategic planning, policies, culture, human resources, staff capacity, leadership, management, responsibilites, and performance management.

Gender equality is considered in all stages of the project/program, stages of analysis of the context (Gender Analysis), development, implementation, monitoring and evaluation, as well as learning in order to ensure the equitable distribution of program benefits and not to reproduce existing inequalities.

Programming

Institutional measuring tool:

The project developed a gender tool for institutional self-evaluation. It is an instrument of a participatory nature that allows one to measure the mainstreaming of the gender approach at different levels of the partner organization and of the project itself.

The tool identifies the most strategic aspects that a partner organization works on to ensure a cross-gender approach:

- Areas that require gender capacity-building
- Based on the results of the self-evaluation, a capacity-building plan and internal knowledge management are developed.
- Identify programmatic services with a gender focus.

The self-diagnosis and self-evaluation instrument evaluates the following dimensions:

Skill-bulding and knowledge management

- Assignment of human and financial resources for trainings on the gender approach

- Awareness/Communication actions on this approach

Institutionalization of the gender approach

- Agreements with gender goals

- Institutional incentives or policies to close gender gaps

Programmatic Services

- Interventions consider the gender barriers to ensure the participation of women and other vulnerable groups

- Interventions contribute to breaking gender stereotypes

As of May 2020, the instrument has been applied to partner organizations in Nicaragua, El Salvador and Mexico.

It is recommended that the tool is applied every six months to measure the changes. The score is over 100 points, the result obtained identifies a high, medium, low, or not prioritized level of the gender approach.

REFERENCE

High prioritization level of the gender approach	**>= 80**
Medium level of institutionalization of the gender approach	**51 to 79**
Low prioritization level of the gender approach	**31 to 50**
Not prioritized	**<= 30**

4. Affirmative action

Affirmative action understood as measures aimed at favoring and positioning young women has been implemented in the PICMCA project, particularly in the employability component. Women's economic empowerment is the pillar aimed at improving women's access and management over productive resources, resulting in their empowerment.

The United Nations Economic and Social Council defines affirmative action as "a coherent set of temporary measures specifically aimed at remedying the situation of the members of the group to which they are assigned to in one aspect or several aspects of their social life to achieve effective equality." Affirmative action has consisted of the following courses of action:

Participation quotas: establishing participation quotas for women and vulnerable groups is a mechanism to correct previous gender imbalances in different areas and levels. This ensures women's inclusion and participation, however, quotas in themselves do not address or tackle barriers to access to training/participation opportunities, so they must be complemented by other actions.

Under the employability component, all training processes for the development of skills to assist youth in obtaining work or starting a small business, have a minimum participation quota for young women which is around 60%-70%.

These participation quotas must be formally established in collaboration agreements with partner organizations, contracts for training services and allocation of quotas for incentives such as seed capital. Having documented evidence of gender intentionality allows measuring the fulfillment of the gender equality commitments achieved by the project in terms of access to opportunities.

5. Incentives and/or subsidies
for mothers

High rates of teen pregnancy, early marriages, and sexual violence against girls are among the biggest gaps in achieving gender equality in Central America and Mexico.

Second chance education for young women who have dropped out of school is a key line of action, combining technical and life-skills training. However, there are barriers that young women face to access these educational opportunities. Therefore, in alternative education programs carried out by the project, promising practices are implemented to promote the participation and retention of young mothers.

The subsidy/incentive model: In El Salvador, the project integrates an affirmative action to provide financial support to participants to guarantee the provision of childcare for their children during training sessions. This is applied in the form of a stipend of US $ 10, so that the direct beneficiaries, young women, can pay someone to care for their children while they participate in training. In other cases, participants who live in remote communities receive a subsidy or payment for transportation.

Flexible modality: The inclusion of young mothers with their children in training initiatives implies that income-generating training programs are taught in flexible schedules, a mode of delivery that emerged as a lesson learned. Training offered to women must consider factors of environmental, personal and social vulnerability, as well as the geographic dispersion in rural areas, and the multiple roles of women.

Child friendly spaces: to ensure the full and effective participation of women who do not have a support network such as someone to take care of their children while they are attending training sessions, the project has adapted the learning spaces so that they can attend with their children. The project provides materials and space for children's educational games. In Nicaragua, child-friendly spaces are provided for young mothers who need to bring their children with them. They engage in colouring and painting activities, while their mothers participate in the training.

Rationale for Second Opportunities

These are partnerships and support programs that help those whom have missed out on the opportunity to complete a quality education. Not all youth are able to complete school, which puts them at a disadvantage. Not only are they losing out on the critical knowledge and skills necessary to confront life's challenges, but they are likely to find it more difficult finding and keeping a decent job and reaching their full potential. To enhance opportunities for these young people, Canada will support programs and partners that provide life skills, technical, vocational education and training, with an emphasis on helping marginalized women and youth find work, even in non-traditional, higher-paying fields (Canadian Feminist International Assistance Policy, 2017).

6. Make youth with greater vulnerability visible

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To advance inclusion and respect for human rights, in particular contexts such as Nicaragua, the project promotes a course of action to open up opportunities for education and employment for young people traditionally excluded by their gender identity.

Byron, Youth Leader participating in the Youth Committee of the PICMCA Project in Nicaragua.

Stigma, discrimination and gender-based violence are risk factors that particularly affect LGBTI youth (Lesbian, Gay, Bisexual and Transgender and Intersexual). The approach implemented by the PICMCA project is based on creating protective factors for this group that is considered vulnerable.

A risk factor is associated with negative social results, while a protective factor is associated with increasing the probability of obtaining positive results and reducing the impact of a risk factor on a person.[3]

In the particular context of Nicaragua, LGBTI youth present risk factors and social vulnerability, such as their gender identity, poverty and geographic location. The participating group is located in Chinandega, a border department and a frequent population transit point, which also has one of the highest HIV incidence rates in the country.

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3. OMS, Jessor, Turbin and Costa "Risk and protection in successful outcomes among disadvantaged adolescents" 1998.

An approach based on developing protective factors encourages acceptance of peers (other young people), creation of safe and positive learning environments in training centres, and the fostering of life skills, such as decision making and positive thinking about the future. With a focus on inclusion and human rights, the project used the *Youth Champions strategy*, through which young people from the LGBTI community communicate information about opportunities for traditionally excluded young people and thus the project can reach this particular group.

These youth champions are responsible for providing information about the scholarship opportunities in the project. This method improves trust and commitment among new participants.

The leadership of the youth champions of the LGBTI community helps to demonstrate that their participation is valued and that their points of view are considered.

This approach can help build trust among a group that, because of being traditionally excluded, may fear rejection or discrimination so it is necessary to create openness in the project so they can access the project's services.

Pedro (25) had to drop out of school before the seventh grade. Assuming his gender identity within Pedro's family and publicly meant that he needed self and material autonomy, therefore, had to start working at the age of 16 and drop out of school. Through the CONFIO project, Pedro has had the opportunity to continue studying and is now earning a diploma in Information Technology, in an environment he feels safe and respected.

Access to training opportunities for income generation is crucial for Pedro, whose two brothers are migrants.

Safe spaces and peer acceptance are protective factors in contrast to rejection and discrimination that are risk factors. Pedro studies at the National Technological Institute (INATEC), a government entity with which the CONFIO project established alliances for technical education for young people at risk of irregular migration. Pedro uses his legal name and has preferred we refer to him through it.

"Everywhere there are people who accept you and people who discriminate against you. During my teens, I had to hide a lot due to fear of discrimination and mockery. I am in a computer course where, regardless of your sexual identity, in the CONFIO project they will always treat you as an equal and they will support you to get ahead", Pedro says.

It was a challenge to register their gender identity in the training processes promoted by the project, in order to make their gender identity visible. The project keeps a parallel registry where it is guaranteed that their participation is visible, quantifiable and measurable, in addition to ensuring that the records comply with the requirements of Audits by keeping a record of their legally registered identity.

7. Collective
Impact

Working in partnership promotes the optimization of human and financial resources, facilitating the use of organizations' assets and thus creating networks/support systems to effectively support the communities of intervention. The PICMCA project is implemented through a tripartite alliance between Children Believe, as lead implementer; EDUCO Foundation (Spain), with direct implementation in El Salvador; and ChildFund International (USA) which executes the project in Honduras, Guatemala and Mexico.

The collective impact model is a "collaborative framework that involves all sectors and groups that share a common interest in addressing a complex social problem in a given community."[4]

As a promising practice, the project works along the lines of partnerships that extend beyond the regional consortium. The model reaches out to local organizations in the countries, both public and private, and civil society organizations, among them, women-led organizations.

4. John Kania and Mark Kramer, Stanford Social Innovation Review, 2011.

This collective impact approach is necessary and useful in interventions with high levels of complexity, such as the PICMCA project, whose central objective is to prevent irregular migration, a phenomenon influenced by several factors. The project design itself is complex. It is implemented in five different countries and has three main program areas: protection, employability and youth participation, as well as a gender cross-cutting theme. The level of complexity of the central problem addressed by the project requires that its implementation be supported by multiple actors at different levels.

Shared follow-up and monitoring

Common outcome indicators. Shared agreements on the monitoring and evaluation mechanism of activities and expected outcomes as well as a common learning agenda for improvement.

Direct implementation team

At the level of each country, there is an implementation team and at the regional level, there is a support team that guides the vision and strategy of the initiative.

Development of a common agenda

Shared vision for change that includes a common understanding and a joint focus to solve the problem through agreed actions.

Communication

Principals such as transparent, continuous and trustworthy communication are the basis of communication agreements established with associates.

"For decades, women around the world have led the struggle for gender equality. Local women's organizations that advance women's rights, particularly at the grassroots level, play an important role in raising social awareness and mobilizing communities to change laws, attitudes, social norms and practices. To better amplify women's voices around the world, Canada will collaborate with partners to pilot, design and champion new and innovative ways of working with local women's organizations that advance women's rights." International."

Feminist International Assistance Policy of Canada.
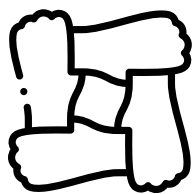
Examples of some alliances with specific gender objectives:

- **A**lliance with women's organizations: The alliance model is extended to community-based implementing partner organizations that carry out the project in communities of intervention, such as the Nicaraguan Institute for Human Promotion, EDUCO, and the International Organization for Migration (IOM). The agreement with the Red de Empresarias de Nicaragua (REN) is based on a series of workshops that will improve the entrepreneurial capacity and economic empowerment of young women. Working with and supporting women-led organizations is also a way to promote the strengthening and outreach of these organizations, which contributes overall to the empowerment of women. The alliance has a learning focus and their approach seeks to introduce and collaborate with local women mentors who have succeeded in entrepreneurship. 64% of young women in the region feel that their lives would be better if they moved to another country[5]. This alliance aims to develop skills and attitudes, entrepreneurial thinking, and technical knowledge required to create and manage a business in their home country.

- Structures within the community: In El Salvador, the project also partnered with the Gender Units in three intervention areas. These structures are attached to the Deputy Attorney General for the Defense of the Rights of Women and Family. The Gender Units are national mechanisms that incorporate gender analysis in public programs and policies. Another notable alliance is the one made with young people who make up the National Youth Network which has created a Gender Secretariat led by young women. The network is made up of young men and women from the three municipalities of intervention that work on gender equality and new masculinities.

Local women's organizations that advance women's rights, particularly at the grassroots level, play an important role in raising social awareness and mobilizing communities.

- In Honduras, the project partnered with the *Ciudad Mujer* government program to strengthen gender awareness and capacity among partner organizations and project staff. This initiative in the municipalities includes the local government and the Municipal Office for Women, linked to the National Institute for Women. The alliance aims to improve community spaces that are of particular interest to the needs of girls and young women, such as increasing public lighting and security in public spaces.

5.   Baseline Study, 2017.

Another alliance seen as a promising practice is the agreement with the Association of Non-Governmental Organizations (ASONOG), a network of civil society organizations which, together with the PICMCA project, created the program with the School of Political Advocacy, with 53% female participation. This leadership and advocacy program addresses gender awareness, research skills and life skills development. These are key factors in promoting gender equality and empowerment of women and girls. The employability component also works in partnership with the Chambers of Commerce, business structures that promote training and internship programs.

- Schools as platforms for change: Through the *Crecer sin Violencia* (Growing up without Violence) and *Mi Cuerpo y Yo* (My Body and I) programs, which work with students aged 6 to 18, a new culture of violence-free living is promoted in one of the countries with the highest rates of gender-based violence and crime.

Through the development of social skills that foster positive relationships and good practices among children, adolescents, young people and their community, the aim is to stimulate transformation and end social and cultural behaviours that promote violence and are transmitted from generation to generation.

In Guatemala, a locally established employability strategy is implemented, which involves building on community assets and using them to provide the greatest benefit to the community. The partnership with young interpreters has bridged language gaps in multilingual communities.

The project is also supported by youth who were trained by the project and who now support the co-working spaces. Through alliances with the Hermana Tierra Association, Renaissance Parents Association, and the National Human Rights Commission (CNDH), life skills, technical skills in the use of information and communication technologies, entrepreneurship and human rights with a gender perspective, are promoted.

Appendix

CONFIO project local partners by country
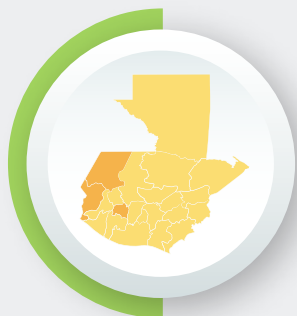
In Guatemala

Programmatic areas

- Employability
- Protection
- Participation

Local partners

- Asociación Renacimiento
- Asociación Hermana Tierra

In México

Programmatic areas

- Employability and leadership
- Protection
- Participation
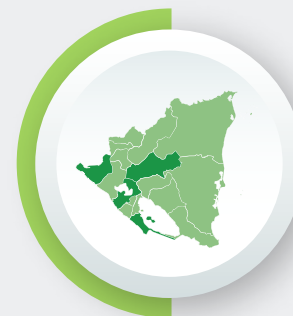
Local partners

- Apoyo y Beneficios Saucitlán A.C.
- Niños de Magdalena Teitipac A. C.
- Centro Infantil Jonacapa
- Niños Unidos de Ixtlahauca
- Apoyo Infantil Hñahñu A.C.
- Hñahñu Batsi de San Andrés Dabpxtha A.C.

In Nicaragua

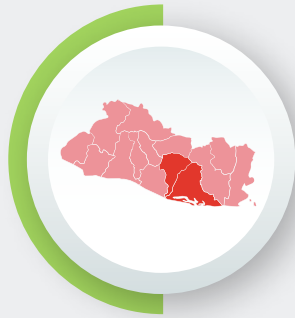**Programmatic areas**

- Employability and leadership
- Protection and Participation

Local partners

- EDUCO
- Organización Internacional para las Migraciones (OIM)
- Instituto de Promoción Humana (INPRHU) Managua

In El Salvador

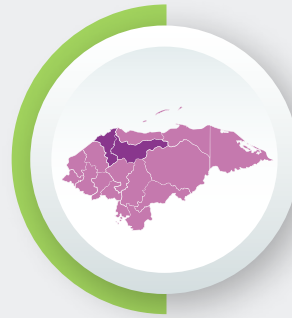Directly implemented by EDUCO

Programmatic areas

Employability

Local partners

Fundación CentroMype

Asociación Intersectorial para el Desarrollo Económico y el Progreso Social (CIDEP)

In Honduras

Directly implemented by ChildFund

Children Believe

Children Believe works globally to empower children to dream fearlessly, stand up for what they believe in — and be heard. For more than 60 years, we've brought together brave young dreamers, caring supporters and partners, and unabashed idealists. Together, we're driven by a common belief: creating access to education — inside and outside of classrooms — is the most powerful tool children can use to change their world.

A member of ChildFund Alliance, Children Believe is part of a global network of 12 child-focused development organizations working to create opportunities for children and youth, their families and communities. ChildFund helps nearly 23-million children and their families in more than 70 countries overcome poverty and underlying conditions that prevent children from achieving their full potential. We work to end violence against children; provide expertise in emergencies and disasters to ease the harmful impact on children and their communities; and engage children and youth to create lasting change and elevate their voices in decisions that affect their lives.

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