



EMPOWER Key Messages for Community Awareness

Introduction

In 2015, Zambia made a moderate advancement in efforts to eliminate the worst forms of child labour (CL). The Government adopted the Employment Amendment Act to prohibit casual employment in the informal sector, which may have an indirect effect on CL. The Government also approved a new youth policy that includes education and empowerment strategies for youth and continued to incrementally scale up its Social Cash Transfer Program.

However, children's involvement in economic activity remains very high, involving about one in three children between the ages of 7 and 14. Most of them continue to engage in the worst forms of child labour, including in the production of tobacco and commercial sexual exploitation, sometimes because of human trafficking. The majority are found on family farms (92%) and most of these children are girls. Girls are also involved in unpaid or poorly paid domestic labour or trafficked to urban areas as domestic labourers. They also face strong pressure to marry young—particularly in Eastern Province.

Although girls' enrolment in basic education has risen almost to parity nationally, economic, cultural, and legal gaps remain for girls to access acceptable work and quality training opportunities. Due to poverty and the "low social status assigned to women and girls", struggling rural households often prioritize their sons' schooling over that of their daughters. This is particularly the case after grade 7, when school fees and long distances (entailing transport and/or boarding costs) make schooling more complicated and costly.

Another overarching factor in CL is the lack of public awareness in rural communities about the importance of gender equality for household well-being and economic prosperity as well as the difference between acceptable and unacceptable work. In 2013, the government enacted the Prohibition of Employment of Young Persons and Children Act, prohibiting 15–17-year-olds from working under hazardous conditions, but the act and its relevance are still not widely known, accepted, or adhered to in Zambia's large informal sector.

Finally, a major gap in efforts to address CL and promote gender equality is that key public and private stakeholders lack the knowledge and capacity to engage and collaborate efficiently. While Zambia's government has adopted several laws and policies governing CL and gender equality (Figure 1), administrative bodies often lack the ability to implement and enforce them consistently. As a result, most private sector employers are not addressing CL or gender inequality and do not see the business case or shared value that can come from doing so.

Through the 2018 EMPOWER Project – Zambia baseline and prevalence study on working children and child laborers in the target districts of Eastern Province, and the actual activity implementation by staff, much of the situation above was confirmed in the following districts – Chadiza, Chipangali, Kasenengwa, Katete, Lundazi and Petauke districts – especially for households whose major source of income is Agriculture. Below, are two tables of Key Messages on CL and Gender Equality situation in targeted hubs in the target districts. The two tables are a guide to Radio partners in the development

and broadcast of awareness creation radio programmes and radio listening clubs' recordings on the subject and other awareness activities.

Consequences of not addressing need

The consequences of not addressing CL and gender discrimination through public awareness intervention, among others are grave. Without addressing CL with gender lenses, girls will be left behind, and this will ultimately have a negative impact on poverty reduction and development.

Project Key Messages

The success of EMPOWER Zambia hinges, among other Project interventions, on the public's improved understanding of child labour, including its worst forms, and of the rights of children to protection and education.

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Target Audiences: Primary audience¹ - Project direct beneficiaries authorities/duty bearers, Civil society, Private sector, etc.

Secondary audience – Policy makers, Traditional leaders, Local

CHILD LABOUR EQUITY MESSAGING

Table 1: Key Messages on Child Labour Situation¹

Child labour Issue / Situation	Barriers / Challenges to Overcome ²	Desired Behaviour Change ³	Communication objective	Audience		Target district (s)	Message(s) ⁴
				Primary	Secondary		
A good number of girls in all target districts are unable to access and complete school (out of school). This situation deprives girls of their education rights but also drives them to engage in early	Teen mothers due to teenage pregnancies – as early as 13 years of age; and early or forced marriages – as early as 14 years of age.	<ul style="list-style-type: none"> Adolescent girls delay sexual debut, thereby preventing teen-pregnancies 	To increase knowledge levels on the dangers of teenage pregnancies	Adolescent girls, vulnerable women and men	Traditional, civic and community leaders, men, women, parents /guardians, youth	All districts	<ul style="list-style-type: none"> “I do not want to be a mother at this adolescent age, I need to go to school and learn skills to improve my future.”⁶ “As parents and civic and community leaders, we should support the rights of our children, and specifically secure the rights of our daughters to a decent education. We should prevent them from engaging in early and harmful work.”
	Teenage pregnancies due to negative cultural practices	<ul style="list-style-type: none"> Adolescent girls have access to sexual reproduction health services Cultural practices are 					

1 Project direct beneficiaries – 5,000 (2,500 girls, 1,500 women, a 1,000 men)

2 Barriers to desired behaviour change

3 Behavioural objective

4 Specific message to address specific barrier

6 That is: Adolescent girls should fight CL by staying away from been teen-mothers and going to school to gain skills for their own and community development.

Child labour Issue / Situation	Barriers / Challenges to Overcome ²	Desired Behaviour Change ³	Communication objective	Audience		Target district (s)	Message(s) ⁴
				Primary	Secondary		
and harmful work. ⁵		free of elements that perpetuate teenage pregnancies.					
	Most adolescent girls are given to child marriages	Parents / guardians encourage / support girls' school attendance and stop child marriages	To encourage parents / guardians to prefer school attendance for their girls than child marriages		Traditional, civic and community leaders, men, women, parents /guardians, youth	All districts	<ul style="list-style-type: none"> “As parents we should stop depriving our daughters of their childhood and decent work /economic opportunities by marrying them off at a very tender age.”⁷ “As parents, we should support the rights of our daughters to a decent education. We should prevent them from engaging in early and harmful work.”⁸
	High poverty levels in families that they fail to pay user-fees at points of service	Using the decentralization policy, District Education Boards (DEBs) should implement the free primary education	To explain why free education is a human rights issue and what impact it has on school attendance		DEBs and school managers	All districts	<ul style="list-style-type: none"> “As DEBs, my office will fight for free education attendance for all target girls in my district as a policy and a human rights issue.”

⁵ The baseline shows the following significant findings: Those aged 15-17 were about twice likely not to be in school than those age 10-12. There was a higher percent of those aged 15-17 than those aged 13-14 who had never been to school (13.4% vs 11.8%). This suggests that older children were more likely never to enter school compared to the situation now. Similarly, the older the child is, the longer the exposure to the risk of dropping out of school than the younger ones.

⁷ Let girls be girls and not wives

⁸ Girls have a right to educational support and training.

Child labour Issue / Situation	Barriers / Challenges to Overcome ²	Desired Behaviour Change ³	Communication objective	Audience		Target district (s)	Message(s) ⁴
				Primary	Secondary		
	Guardians do not see the value of formal education	Guardians / parents source adequate income to support their girls to attend school	To educate guardians / parents on the value of educating their girl-child (children)		Traditional, civic and community leaders, men, women, parents /guardians, youth	All districts	<ul style="list-style-type: none"> “As parents, we should find productive ways of generating economic resources to support the rights of our daughters to a decent education. We should prevent them from engaging in early and harmful work.”⁹
	Scarce peer support and role models to encourage school attendance all the way into college, university and or trade schools	Creation or strengthening of existing peer support groups	To appeal to support groups to be more proactive in promoting girls education		Public and private sector	All districts	<ul style="list-style-type: none"> ”As a responsible business citizen, I have a corporate social responsibility to provide an enabling environment where the youth, and especially adolescent girls who have limited access to social and economic opportunities are nurtured into entrepreneurs and leaders of today and tomorrow.”¹⁰
Role models interact more often with the girls		To encourage individuals who are successful in life because of attendance to formal education among others					
Girls support their families in agriculture and other activities, working long hours	Low household income due to cultural and economic reasons	Guardians and parents send their girls to school and give them work within legally	To raise awareness on what constitute CL and acceptable work		Traditional leaders and guardians / parents	All districts	<ul style="list-style-type: none"> “As parents, we should support the rights of our children, and specifically secure the rights of our daughters to a decent education. We should prevent them from engaging in early and

9 Guardians / parents have an obligation to send their children to school

10 Successful business and professional people ought to reach out to communities and formal education system in the provision of mentorship and career guidance

Child labour Issue / Situation	Barriers / Challenges to Overcome ²	Desired Behaviour Change ³	Communication objective	Audience		Target district (s)	Message(s) ⁴
				Primary	Secondary		
		acceptable standards					<p>harmful work but help the access acceptable work for legally working children.”</p> <ul style="list-style-type: none"> • “As a responsible traditional leader/parent, it is my duty to protect any adolescent girl from engaging in early and harmful work.” • Any work that deprives children of their right and opportunity to enjoy their childhood, and interferes with their ability to attend regular school, and that is mentally, physically, socially or morally dangerous and harmful to the development of the child, is CL. • “As a person with authority and vested with the responsibility to work toward the development of my community, I will ensure that families make it their priority to educate their children; prevent them from harmful work; and ensure that women and men are provided equal opportunities to access social and economic opportunities to improve themselves and their families.”

Child labour Issue / Situation	Barriers / Challenges to Overcome ²	Desired Behaviour Change ³	Communication objective	Audience		Target district (s)	Message(s) ⁴
				Primary	Secondary		
Girls face strong pressure to marry early ¹¹	Negative cultural practices	Eliminate negative cultural practices	To advocate for the elimination of negative cultural practices that encourage early sexual debut and child marriage		Traditional leaders	All districts	<ul style="list-style-type: none"> • CL is harmful to children psychosocially and physically and undermines their social development. • It deprives children of their basic right to quality childhood which a child is entitled to; education, development and freedom. • CL exposes the child to other forms of abuse such as sexual abuse, physical violence, deprivation among others • Reflections on how various forms of CL affect children's development in specific communities. • CL is harmful and must be stopped
Some girls herd animals, exposing them to long hours of work, extreme heat and dangers of	Poverty	Guardians / parents source adequate income to support their girls to attend school	To educate guardians / parents on the value of educating their girl-child /children		Traditional leaders, women, men, youth & communities		<ul style="list-style-type: none"> • "As parents, we should find productive ways of generating economic resources to support the rights of our daughters to a decent education. We should prevent them from engaging in early and harmful work."¹³

¹¹ There are negative traditional practices that perpetuate a culture of child labour. For instance, certain practices during initiation ceremonies, especially among the Chewa and Ngoni chiefdoms, expose a girl who has reached puberty, to marital content/topics that she is not ready for.

¹³ Guardians / parents have an obligation to send their children to school

Child labour Issue / Situation	Barriers / Challenges to Overcome ²	Desired Behaviour Change ³	Communication objective	Audience		Target district (s)	Message(s) ⁴
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nearby and far bushes they traverse in search of good pasture for goats, cattle, and sheep. ¹²	Negative cultural practices	District officials and traditional leaders punish perpetrators of animal herding and CL in general	To advocate for stiffer penalties for CL perpetrators at community and district level		District officials, traditional leaders, women, men, youth & communities	All districts	<ul style="list-style-type: none"> Poverty should not be an excuse for CL but is currently one of the reasons families indulge in CL. Ignorance of the vices of CL cause families to indulge in it, the communities must educate themselves and take action. Households must explore alternative means of earning a living to avoid turning to CL.
Lack of understanding on CL and acceptable work	Limited access to information, even information in the public domain as laws and international and regional protocols	Women, men, youth and communities readily access information on CL and acceptable work vis-à-vis gender equity and women empowerment	To increase understanding of CL and acceptable work for legally working children, including the value of supporting adolescent girls' economic empowerment through school attendance and access to acceptable work	Vulnerable women, adolescent girls, men	Traditional leaders, women, men, youth & communities	All districts	<ul style="list-style-type: none"> Children are deprived the opportunity to attend school and be educated and become productive citizens CL compromises the quality of human capital, thereby undermining the ability of the community's socio-economic development; High rates of school drop outs as children are unable to bear the demands of school and work perpetuates high illiteracy levels which costs the community its own development economically, socially, culturally. CL perpetuates poverty, traps the society in the cycle of poverty

¹² Certain families due to poverty fail to employ adults to look after animals, so they opt to push their girl-child into cattle herding. In Nyembe and Chimtende hubs of Katete for instance, the Project team met a girl, most likely between 8 and 11 years, herding cattle

Child labour Issue / Situation	Barriers / Challenges to Overcome ²	Desired Behaviour Change ³	Communication objective	Audience		Target district (s)	Message(s) ⁴
				Primary	Secondary		
Low levels of awareness of human rights generally, esp. those of children and effects of child labour	Limited budgets	Men, women, youth and communities promote children education	To sensitise men, women, youth on the rights of the child, as espoused by t Conventions on the Rights of the Child (CRC), education, CL and the difference between CL and acceptable work		Traditional leaders, women, men, youth & communities	All districts	<ul style="list-style-type: none"> Empowering adolescent girls with skills, knowledge and creating entrepreneurial opportunities for them and vulnerable women is securing the future of Zambia.
	Few collaborators						
Failure to coordinate / collaborate CL interventions	Limited platforms /spaces for collaboration (to encourage sensitization/stakeholder mapping)	Civil society, private sector and public departments work together more frequently and meaningfully	To promote collaboration among key stakeholders		Civil society, Private, and Public institutions	All district	<ul style="list-style-type: none"> Mainstreaming CL in daily work makes a lot of business sense. Lack of budgeting for CL interventions perpetrates the vice. Combating CL makes good business sense.
Poor corporate social responsibility or community outreach programmes	Lack of actionable budget to support female entrepreneurs	Corporate and private businesses budget for CL interventions	To lobby for increased funding to CL activities				

GENDER EQUITY MESSAGING

Table 2: Key Messages on Gender Equality Situation

Gender Equality Issue / Situation	Barriers / Challenges to Overcome	Desired Behaviour Change	Communication objective	Audience		Target district (s)	Message(s)
				Primary	Secondary		
Prevalent gender inequalities weaken women and girls' abilities to advance socio-economically	Lack of knowledge on gender, gender equality, gender equity, cultural beliefs that entrench gender inequalities	Men, boys, women, girls, traditional, civic, community and political leaders support women and girls' empowerment programmes and gender equality	To increase understanding and awareness levels on prevalent gender inequalities and stereotypes that weaken women and girls' abilities to advance socio-economically	Adolescent girls, women and men	Policy makers, traditional, civic, community and political leaders and youth	All districts	<ul style="list-style-type: none"> “As a responsible and mature traditional, civic and community leader, spouse/family member, I need to value and respect the equal rights, obligations and opportunities each person has to security and good health; a viable livelihood and dignified work; participate in the care of home and dependent family members; take active part in public and political life; learn and participate in relevant education; and live free from violence.”¹⁴
Gender stereotypes perpetuates gender inequalities							
Gender disparities in the abilities to access and benefit from resources by men/boys, and women/girls	The play field favours men and boys in terms of accessing resources such as education, financing for	Levelling the playfield through favourable policies, laws, and affirmative action programmes	To advocate for the full implementation of the Anti-GBV Act ¹⁶	Adolescent girls, women and men	Law enforcers, policy makers, traditional, civic, community and political	All districts	<ul style="list-style-type: none"> “As District Gender Officer, my office will fight for women vulnerable to GBV and other forms of abuse by men in my district as a policy and a human rights issue.” Gender justice is a human rights issue.

¹⁴ Gender inequality affects both boys and girls. However traditional gender roles make women and girls more vulnerable discrimination. Effects of gender inequality are more adverse on girls, expose them to sexual abuse, child marriages, susceptibility to HIV infection. Addressing traditional gender roles and gender stereotypes can reduce the vulnerability of women and girls to discrimination. Unequal power relations between men and women, and discriminatory gender norms perpetuate violence against women and girls.

¹⁶ Anti-Gender Based Violence Act No. 1 of 2011. An Act to provide for the protection of victims of gender based violence; constitute the Anti- Gender-Based Violence Committee and establish the Anti-Gender-Based Violence Fund.

Gender Equality Issue / Situation	Barriers / Challenges to Overcome	Desired Behaviour Change	Communication objective	Audience		Target district (s)	Message(s)
				Primary	Secondary		
render women vulnerable to GBV and other forms of abuse by men ¹⁵	businesses, access to information, land ownership among other				leaders and youth		<ul style="list-style-type: none"> • Women and men are different, and have differing roles and needs that should be respected and considered in development processes • Women are targeted mostly by development programmes because of imbalance and unequal status of women, where they have limited opportunities and personal freedoms as men do
Women and girls alike face a lot of gender discrimination ¹⁷	Mostly due to negative cultural orientation and practices.	Men, women and traditional leaders encourage complementarity of gender and sex (or reproductive, production and community) roles both at household and community level	To increase understanding on what constitutes reproductive, production and community roles	Adolescent girls and vulnerable women	Traditional leaders, women, men, youth & communities	All districts	<ul style="list-style-type: none"> • “As a responsible and mature traditional, civic and community leader, spouse/family member, I need to value and respect the equal rights, obligations and opportunities each person has to security and good health; a viable livelihood and dignified work; participate in the care of home and dependent family members; take active part in public and political life; learn and participate in relevant education; and live free from violence.”

¹⁵ Despite the enactment of the Anti-GBV act, Zambia continues to experience alarming levels of gender based violence. These include spouse battery, murder, sexual exploitation, rape, defilement, incest, forced prostitution, sexual harassment, sexual cleansing, early marriages and other forms of violence

¹⁷ Especially in decision making: Although much of the 20 community hubs are dominated by matrilineal societies, most women do not have direct influence /control on decision making.

Gender Equality Issue / Situation	Barriers / Challenges to Overcome	Desired Behaviour Change	Communication objective	Audience		Target district (s)	Message(s)
				Primary	Secondary		
Women face rape and sexual violence in their homes	Cultural ¹⁸	Husbands/men (/female partners/wives) respect the decision of their partner when they refuse to have sex at a particular time	To address sexual marital challenges faced by either partner at household level	Adolescent girls, women and men	Traditional leaders, women, men, spouses, youth and communities	All districts	<ul style="list-style-type: none"> • “As a responsible and mature traditional, civic and community leader, spouse/family member, I need to value and respect the equal rights, obligations and opportunities each person has to security and good health; a viable livelihood and dignified work; participate in the care of home and dependent family members; and live free from violence.” • Stop rape and sexual violence¹⁹ • Unequal power relations between men and women, and discriminatory gender norms perpetuate violence against women and girls.
Lack of access to markets / buyers	Economic and cultural	Women access markets or buyers	Increase information on market / buyer opportunities for specific commodities	Vulnerable women	Traditional leaders, women, men, youth and communities	All districts	<ul style="list-style-type: none"> • “As a responsible business citizen, I have a corporate social responsibility to provide relevant market information and an enabling environment where the youth, and especially adolescent girls who have limited access to social and economic

¹⁸ It was reported by women participants in most community hub town hall meetings that most men use herbal medicines to enhance their libido, leading to women either filing for divorce or opting for polygamous marriages

¹⁹ Women are forced into having sex by their partners without their consent. This has led to high levels of unreported rape cases against women. However, rape and sexual violence are not collateral damage: they are methods of war. Perpetrators of these war crimes must be held accountable - by their communities, governments and by the international community, including through the International Criminal Court (ICC). Violence against women also impedes progress in poverty eradication; combating HIV/AIDS; and peace and security

Gender Equality Issue / Situation	Barriers / Challenges to Overcome	Desired Behaviour Change	Communication objective	Audience		Target district (s)	Message(s)
				Primary	Secondary		
							<p>opportunities are nurtured into entrepreneurs and leaders of today and tomorrow.”</p> <ul style="list-style-type: none"> Both public and private business entities should willingly and readily provide relevant leadership and entrepreneurial related-information to community members
High levels of illiteracy and ignorance on legal framework advancing gender justice	<p>Lack of understanding and support for gender equality and gender equity through acceptable work and women empowerment programmes</p> <p>Limited access to information, even information in the public domain as laws and international and regional protocols</p>	Women, men, youth and communities readily access information on gender equity and women empowerment	To increase understanding of gender-equality, including the value of supporting adolescent girls’ economic empowerment through school attendance and acceptable work	Vulnerable women, adolescent girls, men	Public, private sector, traditional, civic and community leaders, women, men, youth & communities	All districts	<ul style="list-style-type: none"> Gender justice is a human rights issue. Women and men are different, and have differing roles and needs that should be respected and considered in development processes Women are targeted mostly by development programmes because of imbalance and unequal status of women, where they have limited opportunities and personal freedoms as men do High rates of school drop outs as girls are unable to bear the demands of school and work perpetuates high illiteracy levels that costs the community its own development economically, socially, culturally.

Gender Equality Issue / Situation	Barriers / Challenges to Overcome	Desired Behaviour Change	Communication objective	Audience		Target district (s)	Message(s)
				Primary	Secondary		
							<ul style="list-style-type: none"> Girls, boys, women and men have equal rights, obligations and opportunities to security and good health; a viable livelihood and dignified work; participation in the care of home and dependent family members; taking active part in public and political life, and living free from violence.
	<p>Low levels of awareness of human rights generally, esp. those bordering on gender discrimination, equality and equity²⁰</p> <p>Limited budgets</p> <p>Few collaborators</p>	Men, women and youth should promote women's empowerment and gender equality	To sensitise men, women, youth on human rights in relation to the rights of the child (UN Conventions on the Rights of the Child) and Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) among other conventions	Vulnerable women, adolescent girls, men	Women, men, youth	All districts	<ul style="list-style-type: none"> Women and men are different, and have differing roles and needs that should be respected and considered in development processes Women are targeted mostly by development programmes because of imbalance and unequal status of women, where they have limited opportunities and personal freedoms as men do Empowering adolescent girls with skills, knowledge and creating entrepreneurial opportunities for them and vulnerable women is securing the future of Zambia. Women and men have equal opportunities and outcomes.

²⁰ The baseline recommends that the Project should deliberately target sensitizing men on women's rights and gender equality without leaving out the women.

Gender Equality Issue / Situation	Barriers / Challenges to Overcome	Desired Behaviour Change	Communication objective	Audience		Target district (s)	Message(s)
				Primary	Secondary		
Limited coordination of gender equality development interventions	Limited platforms /spaces for collaboration (to encourage sensitization /stakeholder mapping)	Civil society, private sector and public departments work together more frequently and meaningfully	To promote collaboration among key stakeholders		Civil society, Private, and Public institutions	All district	<ul style="list-style-type: none"> • Mainstreaming gender equality in daily work makes a lot of business sense. • Lack of budgeting for gender equality interventions perpetrates gender discrimination. • Women and men have equal opportunities and outcomes. • Combating gender inequality makes good business sense. • Discrimination and structural inequalities in the access to resources, opportunities and services should be removed. • Women and men are different, and have differing roles and needs that should be respected and considered in development processes • Women are targeted mostly by development programmes because of imbalance and unequal status of women, where they have limited opportunities and personal freedoms as men do
			To increase knowledge levels and understanding of different roles and needs w	Adolescent girls, vulnerable women, men	Traditional leaders, women and men partners, traditional marriage counsellors , youth, communities	All districts	
	Economic						<ul style="list-style-type: none"> • “As a caring spouse, I should stop physical, verbal and sexual violence against my partner. I need to acknowledge his/her

Gender Equality Issue / Situation	Barriers / Challenges to Overcome	Desired Behaviour Change	Communication objective	Audience		Target district (s)	Message(s)
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							<p>worth, dignity, differences compared to mine, these make him/her unique.”</p> <ul style="list-style-type: none"> “As a responsible and mature spouse/family member, I need to value and respect the equal rights, obligations and opportunities each family member has to participate in the care of home and dependent family members, take active part in public and political life, and live free from violence”
Women/girls are disproportionately affected by poverty and effects of poverty	Cultural	Women and girls’ abilities advance their socio-economic status in society	To promote women and girls empowerment and gender equality	Adolescent girls and vulnerable women	Traditional leaders, women, men, youth & communities	All districts	<ul style="list-style-type: none"> “As a responsible and mature traditional, civic and community leader, spouse/family member, I need to value and respect the equal rights, obligations and opportunities each person has to security and good health; a viable livelihood and dignified work; participate in the care of home and dependent family members; take active part in public and political life; learn and participate in relevant education; and live free from violence.”
Division of labour at household level is unfair to women/girls taking away their time for self-advancement such as education,	Traditional division of labour at household level discriminates against women/girls	Men, women and traditional leaders encourage complementarity of gender and sex (or reproductive, production and community) roles both at	To increase understanding on what constitutes reproductive, production and community roles				

Gender Equality Issue / Situation	Barriers / Challenges to Overcome	Desired Behaviour Change	Communication objective	Audience		Target district (s)	Message(s)
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recreation, and other productive work		household and community level					
Women/girls are lumbered with most of the reproductive chores at home, while men/boys engage in productive work and earn money for themselves	Traditional division of labour at household level discriminates against women/girls	Men, women and traditional leaders encourage complementarity of gender and sex (or reproductive, production and community) roles both at household and community level	To increase understanding on what constitutes reproductive, production and community roles	Adolescent girls and vulnerable women	Traditional leaders, women, men, youth & communities	All districts	<ul style="list-style-type: none"> “As a responsible and mature traditional, civic and community leader, spouse/family member, I need to value and respect the equal rights, obligations and opportunities each person has to security and good health; a viable livelihood and dignified work; participate in the care of home and dependent family members; take active part in public and political life; learn and participate in relevant education; and live free from violence.”

¹ The two tables, 1 and 2, have been informed by the 2018 Project baseline and prevalence survey of working children in target districts, the REAL Course (Life-skills) Curriculum and field reports from activity implementation.