**Plan International, Inc.**

## RESPONSE TO THE CALL FOR INPUTS ON HUMAN RIGHTS COUNCIL RESOLUTION 54/6 ON THE CENTRALITY OF CARE AND SUPPORT FROM A HUMAN RIGHTS PERSPECTIVE

Geneva, April 2024

Plan International has prepared this submission to inform the forthcoming report of the High Commissioner for Human Rights to the Human Rights Council pursuant to Resolution 54/6. This submission brings some elements of response to certain questions of the call for inputs.

Plan International, Inc. is an independent non-governmental organisation and is in General Consultative Status with ECOSOC. Founded in 1937, Plan International is one of the oldest and largest children’s rights organisations in the world. We strive to advance children’s rights and equality for girls in both development and humanitarian contexts. Working with children and young people in more than 75 countries around the world, we tackle the root causes of inequality faced by children, especially girls, through our programme and influencing activities.

**The situation of young women and girls as caregivers[[1]](#footnote-1)**

Plan International recognises that **unpaid care and domestic work overwhelmingly affects many aspects of girls and women’s lives throughout their lifecycle**. Therefore, institutional, policy and legal enabling environments must be built that address girls’ and young women’s economic empowerment through the recognition, reduction and redistribution of unpaid work from an early age.[[2]](#footnote-2) Despite existing research and a growing focus in programme and policy terms on unpaid care work there is much less attention given to the experiences of girls. Their specific needs and priorities are often lost within a focus on outcomes for women. Over the recent years, research has emerged to analyse young women and girls’ unique experiences of unpaid care labour and the distinct impacts it has on their lives.

Social norms influence our lives from a young age. Perceptions about what it means to be a boy or a girl and expectations about how girls and boys, as well as men and women, should behave may limit aspirations or curtail ambitions. Thus, tackling these issues from childhood through adolescence and into adulthood (through a lifecycle approach) is vital.[[3]](#footnote-3) **Social norms and gender roles** play an important part on girls and young women’s involvement regarding to care and support responsibilities and duties. **The concepts of unpaid work and unpaid care work are manifested in different ways across the life cycle, to uncover gender socialisation from early years**. Across cultures worldwide, the concept of “gendered familialism” prevails, emphasizing that care responsibilities are primarily designated as private family duties, typically assigned to women and girls. This perception stems from societal expectations of women and girls as inherently nurturing, shaping gender norms that influence girls from a young age.[[4]](#footnote-4) Traditional gender roles and norms may consign girls and young women to bear the brunt of unpaid household labour and care work, affect their educational opportunities and choice of study subjects, limit their freedom of movement, prevent their control over their own bodies and lives, and inhibit their participation in social, economic, and political spaces, including decision-making processes that affect their existence.[[5]](#footnote-5)

In a 2023 research study, Plan International’s *Skills and Opportunities for Youth Employment and Entrepreneurship* highlighted that unpaid care/domestic burdens along with gender roles, and other social norms and cultural beliefs have restrictive impacts and thus limit rural young women’s access and retention in economic activities.[[6]](#footnote-6)

Across all three countries in the study, **traditional gender roles and gender inequality continue to predominate, with women remaining highly engaged in non-wage household work and family responsibilities**. In Malawi, women described how that the care burden, relating to gender roles and the unpaid labour of caring for children, older relatives, and household, remained a challenge. It has a limiting effect on women’s participation in the labour force, since social norms and gender roles dictate that women must prioritise domestic and caregiving duties. Such gender roles characterise women as “caregivers and good wives”. In Nepal, young women expressed how family and community members generally want women to do all household chores, demonstrating that the care burden is also prevalent in this context. The same beliefs emerged from participants in Ethiopia.[[7]](#footnote-7)

Plan International’s study, “Real Choices, Real Lives”, tracks the lives of 142 girls across nine countries from birth until the age of 18. Through this study, Plan International has been collecting information demonstrating the impact of social, economic, cultural and institutional variables on girls' lives and their life chances, through the perspectives of girls and their families, including relating to care and support work. In 2017, the cohort girls’ willingness to take on household responsibilities also reflected an acceptance of gendered social norms by young girls – and boys – and domestic chores being an inevitable part of being a girl.[[8]](#footnote-8) The girls in the cohort study turned 11 but from as young as 5, they were taught “a curriculum of chores” defined by gendered roles and divisions within their families and communities. Indeed, the domestic sphere is perceived as “women’s work”, and thus “good girls” are expected to support their mothers within the home with cooking, cleaning and looking after siblings.[[9]](#footnote-9) The role of women and girls as unpaid household workers is a key factor in defining their status – or lack of it. It not only limits independence and the economic and social opportunities of girls and women but daily domestic duties also serve to reaffirm female subservience and perpetuate the notion that girls are worth less than boys. As wider research indicates, this idea, if it remains unchallenged, can stay with both girls and boys for the rest of their lives.[[10]](#footnote-10)

In their testimonies, girls said they find it difficult to “fit everything in” and are left with limited time to play, do homework, and/or rest. Besides, although aspirations for their futures and educational achievements are high, these are severely constrained by the realities of the contexts in which they live. At 11 years old, the girls’ burden of unpaid care work varied greatly among them, ranging from 30 minutes to more than 5 hours per day. The girls described that their household responsibilities were far greater than boys’. **Time poverty** detrimentally affects the **health and well-being of girls and women** in multiple ways. It reduces their likelihood of seeking medical attention, leads to poorer dietary choices and decreased physical activity, and can result in significant mental strain. Furthermore, unpaid care and domestic work are ultimately major obstacles to girls and young women to the enjoyment of their **rights to education and economic empowerment**. Girls aged 5-14 years spend 550 million hours every day on household chores globally – 160 million more hours than boys their age spend. A girl aged 5–9 spends an average of almost four hours per week on household chores while older girls aged 10–14 spend around nine hours per week on these activities. In some regions and countries, these numbers are twice as high.[[11]](#footnote-11)

The 2017 “Real Choices, Real Lives” study also indicates that girls are being trained in household tasks from as young as five years old and are often expected to take over when mothers and other female family members are at work, ill or away from home. Girls from large families, those living in rural communities or caring for people with disabilities, and those whose families cannot afford alternative childcare are particularly affected. This research shows that girls’ care responsibilities begin at a very young age and only increase as they enter adolescence and adulthood.[[12]](#footnote-12) The ‘Young Lives’ research study[[13]](#footnote-13) also has provided greater insight into the experiences of girls, showing that girls aged five to nine years old spend 30 per cent more time on chores than their male counterparts, and that this increases to 50 per cent when girls reach 10-14 years old. By the age of 19, girls spend between three and four hours a day on domestic and caring work.[[14]](#footnote-14)

In terms of the impact on **girls’ education**, findings from “Real choices, real lives” in 2017 highlight that girls’ domestic chores caused them to be late or absent from school, have difficulty finding time to complete their homework, and leads to poor academic performance and grade repetitions.[[15]](#footnote-15) How girls spend their time also impacts their aspirations and self-esteem.

Available research show that **several factors influence on the level of care performed by girls**. Among others, levels of education of the girl’s parents, the share of the father’s housework, whether the mother is full-time employed, prevalence of child, early and forced marriages and unions within the communities, composition of householders, birth order, shocks and stresses experienced by the household of the girl, and poverty, will greatly influence on children’s active participation in providing essential care.[[16]](#footnote-16) The absence of social protection, as well as lack of parental leave and quality and affordable childcare further contribute to children’s involvement in care and support responsibilities, especially girls and young women.

According to the Overseas Development Institute, the **overall lack of data on children as caregivers** limits the visibility of girls’ involvement in care and support responsibilities. It is also exacerbated by the fact that most children doing unpaid care work live in houses headed by adults. Moreover, children often see household chores as something that benefits the family as a whole and feel that there are direct or indirect benefits for them personally if they engage in unpaid care work.[[17]](#footnote-17)

In **Bangladesh**, a creative partnership gathering Plan International Bangladesh, the ILO and selected private sector and NGO representatives unanimously identified gendered social norms – specifically, occupational stereotypes underpinning female unpaid work – as the main barrier to women-inclusive labour markets. Preliminary research conducted by the partnership suggested that challenging gender stereotypes should begin at home – rather than directly in the world of work (e.g. by supporting girls to access non-traditional jobs). Indeed, common gendered perceptions hindering female economic empowerment in Bangladesh include: girls’ education brings little benefit as they will ultimately get married; and women are unable to ‘understand business’ or manage work outside the home as they should be dedicated to childcare and domestic activities. Starting off with moving the needle of gender norms at home through unpaid work redistribution should therefore enable girls and women to join education and training with less or no perceived ‘opportunity cost’ for the rest of family. In response to that, Bangladesh’s creative partnership experimented with the use of a Household Development Plan (HDP) among 10 selected households. The HDP listed families’ unpaid work needs and agreed measures for their reduction and redistribution among household members, alongside a female-led business plan designed to support the launch of a family income-generating project. Over the 6 week-trial phase of the Hub, the HDP enabled 10 previously unemployed, poor and marginalized young women to benefit from rapid, 30 day certified skill training courses ranging from life skills, negotiation and bargaining to enterprise creation. While promoting shared household responsibilities among men and women, the initiative also increased perceptions of women’s work value and reduced GBV risks in the domestic and work spheres. In the future, Plan International Bangladesh and its partners will be able to use the above results to develop multiyear, evidence-based female economic empowerment programme proposals to tackle the long-term structural barriers to girls’ and women’s access to World of Work.[[18]](#footnote-18)

Plan International recognises that from early childhood, unpaid care work impacts girls’ ability to play and learn about themselves, and in later years it impacts their economic participation and empowerment, their education, their time available for leisure activities and rest, and their opportunities to participate in social, civic and political life.[[19]](#footnote-19) Unpaid care work and domestic responsibilities determine whether a girl or young woman is able to participate in the labour market, thus representing lost economic opportunities, missed chances for skills development and training, and foregone earnings. Unpaid care work also influences girls’ and women’s choice of occupations, as her domestic responsibilities often influence what type of job she can take on and what time and flexibility she has for paid work.[[20]](#footnote-20) Therefore, **the life course approach is in highlighting how girls’ work changes and evolves in later adolescence as they transition from education to employment.**

**The situation of children, especially girls as recipients of care and support[[21]](#footnote-21)**

Early childhood (the period from birth until the age of 8) is the most important stage of development in a child’s life. **Plan International supports girls and boys in this age-range, and their parents/caregivers, through education and early learning, child protection, health and nutrition support.** The period of early childhood demands large care needs, diminishing as the child grows, yet it is at this period in which girls are taking on care responsibilities themselves.[[22]](#footnote-22) Research shows that early childhood care and development programmes combining care, nutrition, protection and stimulation can improve brain development and strengthen children’s ability to learn, develop psychological resilience and adapt to change. Language skills can be improved through conversation, repeating and connecting words in meaningful contexts, and early exposure to literacy through reading and play. Gender-aware early learning and education opportunities can also promote gender-equal socialization – with long term, positive implications for girls’ self-esteem, expectations and development.[[23]](#footnote-23)

**Plan International’s experience and research show a strong link between the parenting of young children and gender inequality.** In many communities, women are almost exclusively responsible for bringing up and caring for their children. They have limited opportunities to make choices for themselves and their children, leading to poor physical and mental health. This negatively impacts the care they can provide for their children and can reinforce limiting and discriminatory stereotypes about the role and value of women in families and society. Furthermore, gender discrimination affects girls’ rights from birth as boys often receive preferential treatment and care. Girls and boys are prepared for and taught to behave in ways that are expected and socially accepted for their gender. This limits girls’ opportunities to realise their rights and potential and can set boys up to have harmful ideas about gender and how to treat girls and women.[[24]](#footnote-24)

**Accessible, affordable, flexible, quality early childhood education and care services** are vital to ensure that parents, and in the vast majority of cases mothers, are able to go back to work if they choose to do so following parental leave. This is a step towards addressing the unpaid care economy, where women are the vast majority of unpaid carers. Where early childhood care and development programmes are targeted at children of young mothers, two vulnerable groups can be supported together. Such programmes can combine care for children with non-formal education opportunities for young mothers to develop their own skills and to continue their learning.[[25]](#footnote-25)

**Plan International is committed to promoting gender equality and ensuring girls have an equal and fair start to life.** Plan International supports male and female parents and caregivers to understand the importance of children’s early years. Our work strengthens their skills to provide nurturing care and manage the stress they experience. When parents and caregivers gain the confidence and skills to improve the lives of young children and care for each other, they make their community a better place for all children. For instance, Dinh, a mother of 2 from Gia Lai province, **Vietnam**, is among the parents and caregivers who participated in parenting groups provided by Plan International alongside the Vietnam Women’s Union and funded by the New Zealand Aid Programme.[[26]](#footnote-26) The parenting groups took place between 2012 and 2018 to improve the knowledge, attitude and practices of parents and caregivers to support their children’s development. Now, parents can support their children’s health, learning and protection. Plan International’s research shows men’s involvement in childcare is often limited. This reinforces stereotypes around gendered roles within families and communities.

In **Uganda**, men are traditionally considered to be providers and protectors, and hold authority, control and decision-making power in the family. Childcare and domestic chores are considered to be women’s work. Gender dynamics lead to a high level of domestic abuse in the country. However, when men play an active role in their children’s early development, it benefits their families, partners and themselves. Men’s engagement in the early years of their children’s lives is also crucial for challenging the limiting and discriminatory stereotypes that drive gender inequality. John is a 53-year-old husband and father of 11. He is involved in a Plan International-supported fathers’ club which encourages men to discuss their family life and supports them to become better parents and partners.[[27]](#footnote-27)

In **Nepal**, Kunta, a young mother of 2, also benefited from positive parenting sessions, which teach mothers new skills and knowledge, helping them break free from the gendered norms and traditional attitudes that hold them back. Two years ago, she was invited to join a mothers group meeting organised by Plan International in partnership with HANDs Nepal. Forming part of the Child Dream project, we are supporting parents, caregivers and community organisations to provide children with the care and services they need to grow up healthy and reach their full potential. In the ten municipalities, volunteers who were trained to facilitate parenting education sessions are now supporting municipal level positive parenting steering committees. Trained community members work together to promote best practices and create enabling environments for early years children.[[28]](#footnote-28)

**Early childhood care and development in emergencies (ECCDiE)** is a key cross-sectoral area of work for Plan International. ECCDiE includes support from preparedness to response, recovery and resilience building in conflict and natural hazard situations, as outlined in Plan International’s “Capacity Statement: Early Childhood Care and Development in Emergencies”.[[29]](#footnote-29) For instance, as part of our interventions, Plan International establishes and supports parenting groups that use a peer-to-peer approach with mothers and fathers. Plan International targets the most vulnerable parents, including adolescent parents, fathers and single parents. These vulnerable groups are also referred to specialised care and integrated into other Plan International services (i.e. literacy, life skills, vocational training etc.). After Typhoon Haiyan devastated parts of the Philippines, Plan International, in collaboration with the government and local partners, provided multi-sectoral support to young children 0-5 years and their caregivers. The focus of support for children 0-2 years was on strengthening the capacity of parents so they could support their children’s development.[[30]](#footnote-30)

**Conclusion**

Care must be recognised as both a universal right and “an essential building block for economic and social wellbeing and sustainable development.”[[31]](#footnote-31)

Plan International believes that unpaid care work must be formally recognised and appropriately valued as work; care is often rendered invisible through economic policies that undermine public services infrastructure (such as education, childcare, healthcare and social protection) and rely on girls and women to subsidise the economy and pick up the care burden.[[32]](#footnote-32) Care can be formally recognised and valued as work through government investment in better provision of quality, affordable and accessible child-, disability and older persons’ care, the protection of the rights of those working in care professions, and the provision of training and skills for caregivers.[[33]](#footnote-33) The current absence or accessibility of such services profoundly undermines efforts to achieve gender equality and the economic empowerment of girls and women. Research by the World Bank argues that crises, such as climate change and the COVID-19 pandemic, broadly increase women’s unpaid care responsibilities.[[34]](#footnote-34)

Plan International believes that social norm changes which redistributes the responsibility of care from girls and women to boys and men is essential to achieve gender equality. Boys and men must start viewing care as their equal responsibility and this should be promoted by society though adequate policy.[[35]](#footnote-35) For instance, specific periods of parental leave reserved for fathers – or ‘daddy quotas’ - can encourage take-up among male employees. We also recognize the possible financial costs of using parental leave – especially for young families – and so we further call for well-paid parental leave periods that provide financial incentives and maximum flexibility while supporting the goal of women’s economic empowerment.

Plan International believes that **early childhood care provision is a vital intervention to reduce the burden and gendered distribution of unpaid care work** and provides essential support for young mothers in taking up educational or economic opportunities.[[36]](#footnote-36)

**Recommendations[[37]](#footnote-37)**

* Governments should take **immediate action to recognise, reduce and redistribute women’s and girls’ disproportionate burden of unpaid care and domestic work**, starting with encouraging men to share equally unpaid work. In partnership with CSOs, the private sector and traditional leaders, authorities should help foster social norm change to better balance the allocation of unpaid responsibilities among girls and women and boys and men, using a variety of communication strategies.
* Governments and employers from both the public and private sectors should **further review insufficient or inadequate incentives or regulations that reinforce gendered distributions of labour** by encouraging women and discouraging men to take up childcare duties – such as inequitable pay patterns between women with children and men with children, and unpaid or rigid parental leave arrangements. Instead, governments and companies should work to design smart, gender-transformative parental leave schemes combining periods of non-transferrable, father-specific paid parental leave (based on the use-it or lose-it principle), followed by periods of flexible – i.e. potentially shared – parental leave.
* Governments and donors should **take proactive steps to include measures of unpaid work in national statistics and step-up evidence-based, gender-transformative investments** as part of wider universal social protection strategies. In addition to paid parental leave for both parents, such strategies should give access to affordable, accessible and quality healthcare. Governments must also ensure work in the care industry is decent work.
* Governments and donors should **further invest in improved physical infrastructure**, including piped water, electricity access and safe transport, which can help reduce female time poverty and efforts spent on unpaid domestic responsibilities – such as collecting water, doing laundry, cooking and cleaning.
* Childcare and unpaid work challenges that young women face can be addressed with **practical solutions**, such as access to childcare and child-friendly workplaces. This can also be achieved through advocacy for policy and legal reforms. Also, establishing linkages with youth-led early childhood development initiatives can leverage the interest and demand for childcare services under enterprises with social impact.
* **Formal education** is fundamental to economic empowerment of young women, therefore, to enhance formal education for girls, it is recommended to address financial barriers by assessing and implementing schemes to cover costs such as school fees, books, transportation, and more. Additionally, there should be a focus on improving formal education by strengthening skills development alongside academic subjects. Flexible learning options should be provided to address barriers faced by girls and young women, such as the burden of care work, gender-based violence in schools, and inadequate sanitation facilities, particularly for adolescent girls.
* **Effective policies and regulation** are important to promoting gender equality on both the national and local levels. Furthermore, it is crucial to advocate for effective policies and legal reforms in this regard. This includes promoting access to education, vocational skills training, financial resources, and childcare services. Additionally, efforts should focus on addressing social norms, promoting women’s participation in decision-making processes, and ensuring the enforcement of laws that protect women’s rights and prohibit gender-based violence.
* National governments should implement policies to **ensure that early learning programmes are gender sensitive, and combine care, nutrition, protection and stimulation**.
* Governments should **support Early Childhood Care and Development (ECCD)** so that young girls and boys can begin to get crucial services when there is a critical window of brain development and so that children of young mothers have a safe and protective environment to learn through play while the mother can focus on her own education. Pairing support for adolescent girls and ECCD provides a solution for two vulnerable groups of girls.
* Governments must **set specific targets on gender equality and empowerment of girls and women** that includes access to education, vocational training and decent employment, acknowledgement of unpaid care work carried out by women and access and control of economic and productive resources (including property ownership and inheritance rights).
* Governments should **invest in policies and social protection systems to create an enabling environment for young women** to enter and thrive in the formal labour market, such as parental leave, affordable and accessible childcare, flexible work hours and social security.
1. This section provides information in response to Questions 1, 2 and 3 of the questionnaire*.* [↑](#footnote-ref-1)
2. Plan International (2018) [*Position Statement: Economic Empowerment in the World of Work: Focus on Youth, Especially Girls and Young Women*](https://plan-international.org/uploads/2021/12/glo_economic_empowerment_in_the_world_of_work_policy_paper_eng_sept18.pdf), p.5-6. [↑](#footnote-ref-2)
3. Ibid. p.17. [↑](#footnote-ref-3)
4. Asia Foundation (2023) Towards a Resilient Care Ecosystem in Asia and the Pacific, p.31. [↑](#footnote-ref-4)
5. Plan International (2018) [*Position Statement: Economic Empowerment in the World of Work: Focus on Youth, Especially Girls and Young Women*](https://plan-international.org/uploads/2021/12/glo_economic_empowerment_in_the_world_of_work_policy_paper_eng_sept18.pdf), p.17. [↑](#footnote-ref-5)
6. Plan International (2023) [*Understanding young women’s pathways to economic empowerment and resilience in rural contexts: an exploratory qualitative study or rural communities in Ethiopia, Malawi and Nepal*](https://plan-international.org/uploads/sites/40/2023/10/4930-Plan-SOYEE-report-v9.pdf) [↑](#footnote-ref-6)
7. Ibid, p.16. [↑](#footnote-ref-7)
8. Plan International (2017) [*Girls’ Burden of Unpaid Care*](https://plan-uk.org/policy/real-choices-real-lives/girls-burden-of-unpaid-care) [↑](#footnote-ref-8)
9. Plan International (2018) [*Position Statement: Economic Empowerment in the World of Work: Focus on Youth, Especially Girls and Young Women*](https://plan-international.org/uploads/2021/12/glo_economic_empowerment_in_the_world_of_work_policy_paper_eng_sept18.pdf), p.44.  [↑](#footnote-ref-9)
10. Plan International (2017) [*Girls’ Burden of Unpaid Care*](https://plan-uk.org/policy/real-choices-real-lives/girls-burden-of-unpaid-care) [↑](#footnote-ref-10)
11. United Nations Children’s Fund (2016), [*Harnessing the Power of Data for Girls: Taking stock and looking ahead to 2030*](https://data.unicef.org/wp-content/uploads/2016/10/Harnessing-the-Power-of-Data-for-Girls-Brochure-2016-1-%201.pdf). [↑](#footnote-ref-11)
12. Plan International (2017) [*Girls’ Burden of Unpaid Care*](https://plan-uk.org/policy/real-choices-real-lives/girls-burden-of-unpaid-care) [↑](#footnote-ref-12)
13. ‘Young Lives’ is a longitudinal study of 12,000 children over a period of 15 years (2002-2017) in Ethiopia, Peru, Vietnam and India. For more information see: [www.younglives.org.uk](http://www.younglives.org.uk) [↑](#footnote-ref-13)
14. Crivello, G. (2016) *Care and children: Young Lives*, UNICEF Briefing Paper, p.4. [↑](#footnote-ref-14)
15. Plan International (2017) [*Girls’ Burden of Unpaid Care*](https://plan-uk.org/policy/real-choices-real-lives/girls-burden-of-unpaid-care), p.27-28. [↑](#footnote-ref-15)
16. Bonke, J. (2010) Children’s housework – Are girls more active than boys? *International Journal of Time Use Research*, 7:1, pp.1-16.; Crivello and Espinoza-Revollo (2017) *Care Labour and Temporal Vulnerability in Women-Child Relations*, p.148. [↑](#footnote-ref-16)
17. Plan International (2017) [*Girls’ Burden of Unpaid Care*](https://plan-uk.org/policy/real-choices-real-lives/girls-burden-of-unpaid-care) [↑](#footnote-ref-17)
18. Plan International (2018) [*Position Statement: Economic Empowerment in the World of Work: Focus on Youth, Especially Girls and Young Women*](https://plan-international.org/uploads/2021/12/glo_economic_empowerment_in_the_world_of_work_policy_paper_eng_sept18.pdf), p.45.  [↑](#footnote-ref-18)
19. Plan International (2018) [*Position Statement: Economic Empowerment in the World of Work: Focus on Youth, Especially Girls and Young Women*](https://plan-international.org/uploads/2021/12/glo_economic_empowerment_in_the_world_of_work_policy_paper_eng_sept18.pdf), p.43.  [↑](#footnote-ref-19)
20. Ibid. [↑](#footnote-ref-20)
21. This section provides information in response to Questions 1, 2 and 3 of the questionnaire*.* [↑](#footnote-ref-21)
22. World Bank Group (2023) *Addressing Care to Accelerate Equality,* World Bank Group Gender Thematic Policy Note Series: Evidence and Practice Note, p.4.  [↑](#footnote-ref-22)
23. Plan International (2017) [*Position paper: the right to inclusive, quality education*](https://plan-international.org/uploads/2022/01/glo_the_right_to_inclusive_quality_education_position_paper_final_io_eng_oct17.pdf), p.28 [↑](#footnote-ref-23)
24. See more about Plan International’s work on Positive Parenting: [Positive parenting | Plan International (plan-international.org)](https://plan-international.org/early-childhood/positive-parenting/) [↑](#footnote-ref-24)
25. Plan International (2017) [*Position paper: the right to inclusive, quality education*](https://plan-international.org/uploads/2022/01/glo_the_right_to_inclusive_quality_education_position_paper_final_io_eng_oct17.pdf), p.28 [↑](#footnote-ref-25)
26. [Parenting groups support children’s early development in Vietnam | Plan International (plan-international.org)](https://plan-international.org/case-studies/parenting-groups-support-childrens-early-development-in-vietnam/) [↑](#footnote-ref-26)
27. [Fathers develop positive family relationships in Uganda | Plan International (plan-international.org)](https://plan-international.org/case-studies/fathers-develop-positive-family-relationships-in-uganda/) [↑](#footnote-ref-27)
28. [Mothers learn positive parenting skills together | Plan International (plan-international.org)](https://plan-international.org/case-studies/mothers-learn-positive-parenting-skills-together/) [↑](#footnote-ref-28)
29. Plan International (2016) [*Capacity statement: Early childhood care and development in emergencies*](https://plan-international.org/uploads/2022/01/03_eccdie_capacity_statement-160816.pdf) [↑](#footnote-ref-29)
30. Ibid. p.4. [↑](#footnote-ref-30)
31. UN Women (2022) [A Toolkit on Paid and Unpaid Care Work: From 3Rs to 5Rs](https://www.unwomen.org/sites/default/files/2022-06/A-toolkit-on-paid-and-unpaid-care-work-en.pdf), Economic Empowerment Section – UN Women. [↑](#footnote-ref-31)
32. Plan International (2018) [*Position Statement: Economic Empowerment in the World of Work: Focus on Youth, Especially Girls and Young Women*](https://plan-international.org/uploads/2021/12/glo_economic_empowerment_in_the_world_of_work_policy_paper_eng_sept18.pdf)*,*p. 6.  [↑](#footnote-ref-32)
33. Plan International (2018) [*Position Statement: Economic Empowerment in the World of Work: Focus on Youth, Especially Girls and Young Women*](https://plan-international.org/uploads/2021/12/glo_economic_empowerment_in_the_world_of_work_policy_paper_eng_sept18.pdf)*,*p. 6. [↑](#footnote-ref-33)
34. World Bank Group (2023) *Addressing Care to Accelerate Equality*, World Bank Group Gender Thematic Policy Note Series: Evidence and Practice Note, p.3. [↑](#footnote-ref-34)
35. Plan International (2018) [*Position Statement: Economic Empowerment in the World of Work: Focus on Youth, Especially Girls and Young Women*](https://plan-international.org/uploads/2021/12/glo_economic_empowerment_in_the_world_of_work_policy_paper_eng_sept18.pdf)*,*p. 6.  [↑](#footnote-ref-35)
36. Plan International (2017) [*Position paper: the right to inclusive, quality education*](https://plan-international.org/uploads/2022/01/glo_the_right_to_inclusive_quality_education_position_paper_final_io_eng_oct17.pdf), p.29 [↑](#footnote-ref-36)
37. Based on Plan International (2018) [*Position Statement: Economic Empowerment in the World of Work: Focus on Youth, Especially Girls and Young Women*](https://plan-international.org/uploads/2021/12/glo_economic_empowerment_in_the_world_of_work_policy_paper_eng_sept18.pdf),Plan International (2023) [*Understanding young women’s pathways to economic empowerment and resilience in rural contexts: an exploratory qualitative study or rural communities in Ethiopia, Malawi and Nepal*](https://plan-international.org/uploads/sites/40/2023/10/4930-Plan-SOYEE-report-v9.pdf)*,* and Plan International (2017) [*Position paper: the right to inclusive, quality education*](https://plan-international.org/uploads/2022/01/glo_the_right_to_inclusive_quality_education_position_paper_final_io_eng_oct17.pdf), p.29,34 [↑](#footnote-ref-37)