

# OUR VOICES 2024



**ALTERNATIVE REPORT**

## **CHILDREN AND ADOLESCENTS REPORT ON PROGRESS AND CHALLENGES IN THE FULFILLMENT OF THEIR HUMAN RIGHTS IN PERU**

**July 2024**

## Report prepared by the representatives of the following organizations of children and adolescents in Peru:

- ▶ Activemos por la igualdad - Lima
- ▶ Adolescentes CNY - Ucayali
- ▶ Adolescentes Reporteros Bilingües (ARBI) - Cusco
- ▶ Aldeas Infantiles SOS - Programa Cajamarca
- ▶ Aldeas Infantiles SOS - Cusco
- ▶ Aldeas infantiles SOS - Callao
- ▶ Aldeas Infantiles SOS Perú - Programa Huancayo
- ▶ Aldeas Infantiles SOS Perú - Chiclayo
- ▶ Aldeas Infantiles SOS Perú- Programa Rio Hondo Huarochirí
- ▶ Aldeas Infantiles SOS Perú Proyecto Arequipa
- ▶ Aldeas Infantiles SOS Perú Proyecto Arequipa
- ▶ Alianza Regional de Líderes Cusqueños
- ▶ Asambleaista - Pasco
- ▶ Bari Wesna - Ucayali
- ▶ Colectivo Formando Líderes Adolescentes de Villa el Salvador (FLAVES)- Lima
- ▶ Consejo Consultivo Niñas, Niños y Adolescentes - Paucarpata , Arequipa
- ▶ Consejo Consultivo Niñas, Niños y Adolescentes - Huayllay, Pasco
- ▶ Consejo Consultivo Niñas, Niños y Adolescentes - Simón Bolívar, Pasco
- ▶ Consejo Consultivo Niñas, Niños y Adolescentes - Huancavelica
- ▶ Consejo Consultivo Niñas, Niños y Adolescentes - Abancay, Apurímac
- ▶ Consejo Consultivo Niñas, Niños y Adolescentes - San Martín de Porres, Lima
- ▶ Consejo Consultivo Niñas, Niños y Adolescentes - Carabayllo, Lima
- ▶ Consejo de Jóvenes de Terre des Hommes Suisse - Madre de Dios y Cusco
- ▶ I.E. 14902 “María Reina de la Paz” – Talara, Piura
- ▶ IEBR N 61023 “Rosa Licenia Vela Pinedo de Costa - Nauta, Loreto.
- ▶ INABIF - Abancay, Apurímac
- ▶ Inti Runas Guardianes de la Niñez - Cusco
- ▶ Movimiento de Adolescentes y Niños Trabajadores Hijos de Obreros Cristianos (MANTHOC) – Lima y Amazonas
- ▶ Movimiento Nacional de NATs organizados del Perú (MNNATSOP) Andahuaylas, Arequipa, Ica
- ▶ Niños del Río, REDNNA - Lima
- ▶ Programa de Microfinanzas de los NATS (PROMINATS) - Lima
- ▶ Programa NNA Sub Gerencia de la Mujer y Poblaciones Vulnerables Paucarpata, Arequipa
- ▶ Quinta Ola - Lima
- ▶ Red Alianza Nacional de Líderes de Transformación (ANALIT) Áncash
- ▶ Red Alianza Nacional de Líderes de Transformación (ANALIT) Cusco
- ▶ Red Alianza Nacional de Líderes de Transformación (ANALIT) La Libertad
- ▶ Red de Municipios Escolares de Pucallpa
- ▶ Red Interdistrital de Municipios Escolares, REDIME - Lima
- ▶ Red de Niñas, Niños y Adolescentes por el Derecho a la Salud, Voces Ciudadanas – Piura y Lima
- ▶ Red SEV - Ucayali
- ▶ ReDMEP - Ucayali
- ▶ Voces al poder – Lima
- ▶ San Juan Bautista, Loreto
- ▶ YANAPANAKUSUN - Cusco
- ▶ Red Interdistrital de Municipios Escolares

## With the support of:

- ▶ Acción por los Niños
- ▶ Aldeas Infantiles SOS Perú
- ▶ CHS Alternativo
- ▶ IFEJANT
- ▶ IPRODES
- ▶ MANTHOC
- ▶ Mesa de Concertación para la Lucha contra la Pobreza
- ▶ Save the Children
- ▶ Terre des Hommes Suisse
- ▶ UNICEF
- ▶ Voces Ciudadanas
- ▶ World Vision Perú

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## ***TABLE OF CONTENTS***

- ▶ Introduction
- ▶ Methodology
- ▶ Right to education
- ▶ Right to health
- ▶ Right to protection from violence
- ▶ Right to participation and opinion
- ▶ Right to a dignified life and well-being  
vs. poverty
- ▶ Right to a clean, healthy and sustainable  
environment
- ▶ Right to non-discrimination



# INTRODUCTION

This report brings together the voices of 93 children and adolescents (C&A) from 42 organizations in 17 regions of the country. They came together to analyze and elaborate, from their own perspectives, a report on the main advances and challenges in the human rights situation of children and adolescents in Peru.

In 2021, 75 children and adolescents aged 9 to 17, representing 35 organizations from 10 regions of the country, prepared and submitted an alternative report entitled 'Nuestras Voces: Niñas, niños y adolescentes peruanos informan sobre la situación de los derechos humanos en el Perú al año 2021' (Our Voices: Children and adolescents report on the human rights situation in Peru in 2021). The report was drafted by 51 girls and 24 boys from the regions of Lima, Ayacucho, Cajamarca, Cusco, Huánuco, Junín, Loreto, Pasco, Madre de Dios and Ucayali.



# METHODOLOGY

On 27 October 2021, the United Nations Committee on the Rights of the Child issued the list of issues prior to the submission of the combined sixth and seventh periodic reports of Peru, requesting the Peruvian State to submit the required information in writing.

On 23 May 2024, the Peruvian State published the report 'Combined sixth and seventh periodic reports submitted by Peru under article 44 of the Convention, due in 2023', providing the State party's responses to the list of issues prior to the submission of the report prepared by the Committee (CRC/C/PER/QPR/6-7).

Two workshops with children and adolescents were held on Thursday 4 and Saturday 6 July this year to examine the State's reports, the Committee's report and the video 'Our Voices', presented by the children and adolescents to the Committee on the Rights of the Child (CRC) in 2021.

93 children and adolescents (51 girls and 42 boys) from 9 to 17 years participated, representing 42 organizations from 17 regions of the country (Lima, Abancay, Arequipa, Amazonas, Ancash, Apurímac, Cajamarca, Cerro de Pasco, Cusco, Huánuco, Huancavelica, Junín, La Libertad, Lambayeque, Loreto, Pasco, Piura and Ucayali).

On the first day, the children and adolescent participants were welcomed and briefed on the dynamics and objectives of the workshops. They were also introduced to the designated safeguarding focal point, to whom they could turn to if they felt that their rights were not being respected. Following this, a brief recap of the 2021 reporting process was provided, the agenda for the two-day workshop was presented, and an introduction to the list of prior issues of the UN Committee on the Rights of the Child was given.

Afterwards, the 'Our Voices' video from 2021 was screened and the participants were divided into groups by region, where they answered three questions.





**Group N° 1: Education.**



**Group N° 2: Health.**



**Group N° 3: Protection from violence.**



**Group N° 4: Participation and opinion.**



**Group N° 5: Poverty.**



**Group N° 6: Environment.**



**Group N° 7: Discrimination.**

On the second day, participants were greeted and introduced to the designated safeguard focal point for the day. A plenary session followed, during which each delegate summarized the findings from the previous workshop. Participants were then divided into groups and asked three questions to discuss, including what recommendations they would like the UN Committee on the Rights of the Child to make to the Peruvian government to ensure their rights are realized.

This process was supported by various civil society organizations and groups, including Acción por los Niños, Aldeas Infantiles SOS Perú, CHS Alternativo, GIN, Instituto Promoviendo Desarrollo Social (IPRODES), IFEJANT, Manthoc, Paz y Esperanza, PRISMA, Plan. International, Save the Children, SPAJ, Terre des Hommes Suisse, Unicef Peru, Voces Ciudadanas and World Vision, as well as the Colectivo Interinstitucional por los Derechos de la Niñez y Adolescencia, Colectivo EPU Peru, El grupo Impulsor para poner Fin a la Violencia contra los NNA en el Perú, El Colectivo JOINING FORCES For All Children, and the Mesa de Concertación de Lucha contra la Pobreza.

These organizations, which work for the defense and promotion of the human rights of children and adolescents in Peru, were in charge of the organization and implementation of the workshops, where they worked in a participatory, consensual and respectful manner.





# RIGHT TO EDUCATION

Do you agree with what has been reported by the Peruvian State? Do you believe the Peruvian State has fulfilled the right?

The State has made efforts to provide education, but there is still a need for more schools in rural areas or to ensure schools are built where people live.

In the Ica region, there are state schools. However, these schools charge for courses, which means that free education is not being provided.

The State has not done a great job of delivering quality education to all students. Our education is very basic compared to other countries where a wide range of knowledge is taught. This is the reason why our nation is not able to develop.

The Peruvian State should ensure free education. Currently, we must pay for tuition, photocopies, activities, etc. This should change to make education accessible to everyone.

I think the right to education is often overlooked because, in many districts, students are not getting the education they need.

For example, Comprehensive Sexuality Education (CSE) has not been provided in schools, which is a crucial topic for the education of children and adolescents.

## How does non-compliance with the right to education affect children and adolescents?

- ▶ **Quality of teaching:** If we do not understand the topics, we cannot complete assignments. In other words, the quality of teaching affects students' learning and their personal and social development.
- ▶ **Lack of access to education** contributes to social inequality and affects the ability to find employment or leads to poor job conditions (such as inadequate pay or lack of social security).
- ▶ Difficulties in accessing nearby schools impact our studies. "Some classmates who live in high areas find it hard to get down, stay up late to do homework, and often go to school without having breakfast."
- ▶ **Disability:** There are not enough schools for C&A with disabilities, so their rights are denied.
- ▶ **School dropout:** Poverty and inequality are significant barriers to education. Lack of money prevents C&A from continuing in school, and without financial resources, they either drop out or do not attend.
- ▶ **Gender discrimination:** Gender discrimination is another limitation present in many areas of the country. For example, boys are often given priority over girls for education. This discrimination makes it harder for girls to access higher education. There is also racism and other types of discrimination.
- ▶ **The educational infrastructure** is not very good. If a disaster occurs, many children and adolescents could be affected.

In many parts of the country, there are still schools without basic services such as water and drainage.



- ▶ **Distance to schools and transportation costs** are limitations due to lack of economic resources. It is very expensive for many students. Additionally, the conditions in the areas where C&A live limit access to nearby and quality transportation. In very remote areas, such as in the highlands or jungle, C&A travel by canoe across rivers or lakes, often alone and without adult supervision, putting their lives at risk.
- ▶ **Bullying** and problems at school lead to some children dropping out. Bullying is not properly addressed in schools, which increases the number of affected C&A.
- ▶ **Public school costs:** Even in public schools, there are payments for repairs and other expenses. If we do not have economic resources, we cannot contribute, so we feel excluded.
- ▶ Education in schools does not prepare us for college.
- ▶ Education impacts health. Those who have access to education can generally access to better health options.

## Recommendations from the children and adolescents on their right to education

- |  |  |
|--|--|
| <p><b>1</b></p> <p>Education must be free and of high quality so that we can develop as individuals.</p>   | <p><b>5</b></p> <p>The training of teachers must be guaranteed to ensure they teach students effectively.</p>  |
| <p><b>2</b></p> <p>Without education, technological innovations cannot be developed, and development will be limited.</p>  | <p><b>6</b></p> <p>The State must promote quality education so that students can access future job opportunities.</p>  |
| <p><b>3</b></p> <p>Education must improve. It must not only teach the basics but also prepare us for university or technological institutes.</p>   | <p><b>7</b></p> <p>Education must be comprehensive and include a gender approach. Comprehensive Sexuality Education must be taught, as it is very important for adolescents.</p> |
| <p><b>4</b></p> <p>Teachers must be trained and updated with the latest educational and technological innovations, including a focus on rights, equality, gender, and other relevant areas, to enhance student learning.</p> | <p><b>8</b></p> <p>Children and adolescents must be heard in schools, and their participation must be encouraged.</p>  |

## Quotes from the children and adolescents on the right to education

- ▶ *“We are taught only the basics in school, and it does not prepare us for university or technological institutes.”* Jaier, 16, Cusco
- ▶ *“The State must guarantee that we do not have to pay for tuition, materials, etc. We do not have enough money to pay.”* Yeric, 12, Lima
- ▶ *“Poverty and inequality limit our access to our rights.”* Joshue, 10, Arequipa
- ▶ *“Our teachers are not equipped to effectively teach us.”* Anhely, 14, Ica
- ▶ *“With low-quality education, it will be difficult to prepare for and access a job in the future.”* Sebastián, 16, Chachapoyas
- ▶ *“In state schools most adolescents DO NOT UNDERSTAND the classes...”* Anhely, 14, Ica
- ▶ *“Social inequality perpetuates poverty and limits our rights.”* Vilma, Chachapoyas
- ▶ *“We do not have materials and books for our learning.”* Yeric, 12, Lima
- ▶ *“In public schools, we are taught just to survive. Education in public schools is very limited and should have more developed.”* André
- ▶ *“It is time to give importance to the opinions and participation of students in schools.”* Jail
- ▶ *“There have not been many advances in rights. I believe we are going backward. Progress is sought, but no measures are implemented for improvement.”* André
- ▶ *“If education is a right, why must we pay for it?”* Paris, 17, Lima
- ▶ *“Last year in my school, there were about 5 pregnancies, and it is not made visible because they try to hide these issues.”* Paris, 17, Lima
- ▶ *“Children and adolescents have to go in canoes and sometimes they flip over.”* José, 13, Lima

*Also, in terms of school violence, bullying happens because of economic differences. Some students have more, and others have less. Bullying often involves comments like, “You are poor.”*





# RIGHT TO HEALTH

Do you agree with what has been reported by the Peruvian State? Do you believe the Peruvian State has fulfilled the right?

The Peruvian State has not complied with its duty to prevent mental health, especially regarding suicide among children and adolescents.

Yes, there is greater promotion of vaccination by the State, but some parents have concerns about vaccines and their effects, leading them not to authorize their children's vaccinations. As a result, not all children and adolescents are vaccinated, and the process is still ongoing.



The Peruvian State has not complied with its duty to prevent HIV because effective strategies to educate children and adolescents about HIV prevention have not been developed.

We do not fully agree with the State's report on care for pregnant adolescents. There are no specialized services for adolescents.

The Peruvian State has not adequately complied with the regulation on therapeutic abortion. Despite its existence, the process remains unknown, very long, and complicated, even in high-risk pregnancies.

## How does non-compliance with the right to health affect children and adolescents?

- ▶ In my district, there have been cases of child and adolescent suicide because there have not been enough prevention campaigns. There are not enough recreational spaces for children and adolescents.
- ▶ There are adolescents living with HIV, and there is a lack of knowledge about transmission methods, leading to discrimination against those with the virus.
- ▶ Many girls and adolescents who became pregnant have been thrown out of their homes and had to live with their partners, who are often aggressors. Many adolescents were employed and did not know about contraceptive methods.
- ▶ An adolescent girl who was raped went through a long process to access a therapeutic abortion. She mentions that many people do not know the procedure is legal in high-risk pregnancies. The limitations on discussing Comprehensive Sexuality Education are due to laws that restrict its teaching in schools. Not all children and adolescents feel comfortable discussing these topics with their parents, so it is crucial to address them in a neutral space like school. Sexuality is not only about the body, but also about life from dating onwards.
- ▶ Some children and adolescents are still not vaccinated against COVID-19 or other vaccines. Some parents refuse to vaccinate their children due to doubts about the vaccines and their effects, even though the C&A want to be protected. Some C&A have been vaccinated against HPV (both boys and girls), but most do not know if they received the HPV vaccine at school because they have not been clearly informed about the vaccine, its importance, and why they were vaccinated. Some remember that the parents of their classmates did not want them to be vaccinated against HPV because they thought it was a lie and were unsure about its necessity, so they did not give consent.
- ▶ Health centers lack specialists and trained doctors to care for adolescents.



## Recommendations from the children and adolescents on their right to health

1

The State must implement programs and talks in schools to address mental health issues and offer support to those in need.

It is essential to promote sports and physical activity.

The State should create more places where young people can exercise and enjoy outdoor activities, which would help reduce stress and improve their overall well-being. In the case of suicide, all the multiple factors that can lead a child or adolescent to that situation should be studied. Additionally, many talks and programs do not consider that children and adolescents have work or study schedules, which makes it difficult for them to access necessary information and support.

2

Effective strategies must be developed to educate children and adolescents about HIV prevention. Campaigns should be conducted, especially in many areas where they have not yet taken place, although there are adolescents living with the virus. Likewise, awareness-raising activities should be more dynamic and consider the work and study schedules of young people to ensure that the information reaches them effectively.

3

Another limitation is that talks in schools about the consequences and responsibilities of adolescent pregnancy do not always consider the work or study schedules of children and adolescents. It is essential to find ways to make information accessible to everyone, ensuring that it reaches those with other commitments.

4

The State must simplify and speed up the procedures on therapeutic abortion to guarantee the health and safety of girls and adolescent women.

5

Limiting Comprehensive Sexuality Education (CSE) would be a setback for society. Health and education professionals must understand that many parents lack the time, knowledge, or confidence to discuss these topics. Talks should be engaging and present real cases so that young people can effectively focus and become sensitized. These talks should be held in neutral spaces such as schools.

6

Massive information campaigns about vaccines should be conducted for parents, as some have doubts about vaccines and their effects, leading them to refuse to vaccinate their children. Additionally, children and adolescents should be involved in the entire vaccination process, rather than being vaccinated at school without prior information.

7

Hospitals should have interpreters for people who do not speak Spanish (people from other communities with different languages), as they cannot explain what they feel or need due to language barriers, resulting in inadequate care.

8

Health centers should have separate spaces for adolescent care.



9

Health centers should implement Comprehensive Sexual Health programs specifically for children and adolescents to provide timely information.



## Quotes from the children and adolescents on the right to health

- ▶ *“Regarding the issue of suicide, I have not seen any prevention activities in Cusco. However, I have heard about cases of suicide in my neighborhood.”* Maryori, 11, Cusco
- ▶ *“In my area, I have not seen any HIV prevention actions, but I have known cases of adolescents with HIV in San Juan de Miraflores.”* Abraham, 15, Lima
- ▶ *“Regarding child and adolescent pregnancy, I do not see any informative activities. There is no dissemination on the topic, and until now, I did not know that therapeutic abortion is legal.”* Dangela, 15, Chosica
- ▶ *“For unwanted pregnancies, I suggest that the State organize talks in schools about sexuality to raise awareness among adolescents about the consequences of sexual relationships.”* Jean Pierre, 17, San Juan de Lurigancho
- ▶ *“I believe that the basics for mental health are sports. We need more green spaces and sports fields so young people can play instead of getting involved in risky activities.”* Jean Pierre, 17, San Juan de Lurigancho
- ▶ *“Sometimes children cannot attend talks because they are working or cannot participate. The State should find different strategies to ensure that talks reach children in child labor.”* Maryori, 11, Cusco
- ▶ *“I disagree with laws that limit the teaching of Comprehensive Sexuality Education in schools. Not all children and adolescents feel comfortable talking about it with their parents, and it is important that these discussions take place in a neutral space, starting in high school.”* Jean Pierre, 17, San Juan de Lurigancho
- ▶ *“Sexuality is not only about the body, but also about life from dating onwards. I believe that the bill against CSE is wrong and will be a setback for society.”* Dangela, 15, Chosica
- ▶ *“Parents need to be educated because they expose us to inappropriate content or social media, which can be bad to the mental health of children and adolescents.”* Dangela, 15, Chosica
- ▶ *“Bills that prohibit talking about CSE in schools are problematic because parents often do not take the time to discuss these topics. Sometimes they do not know about them or do not feel comfortable talking with their children. Many parents scold their children for discussing these issues because it was once considered inappropriate. They believe these topics should not be discussed, but they are important to us.”* Maryori, 11, Cusco
- ▶ *“Activities in talks should be more dynamic to keep young people engaged. Practical cases should be presented to raise awareness among children and adolescents.”* Jean Pierre, 17, San Juan de Lurigancho
- ▶ *“A platform specifically for children and adolescents could be created to allow them to share their questions or perceptions about their mental health.”* Abraham, 15, Lima
- ▶ *“Talks or individual sessions with school psychologists should be increased to address everything that children and adolescents go through. I propose increasing the number of psychologists.”* Maryori, 11, Cusco
- ▶ *“Despite the talks, sometimes parents do not authorize their children to be vaccinated. I propose that vaccination should be a topic to work on in Parents’ Schools.”* Maryori, 11, Cusco



- ▶ *“Before starting the vaccination process, parents should first be informed or given talks, so they understand the purpose of the vaccines.”* Mayder, 14, Huancayo
- ▶ *“The State should prioritize health issues. Many children and adolescents have anemia and malnutrition and are not attended to, which affects their development.”* Gherald, 14, Iquitos
- ▶ *“The right to life has not been addressed, as there are children and adolescents who have children at an early age putting them at high risk.”* Angelo, 13, Loreto
- ▶ *“The right to health has not been addressed, as there are no medical centers or pharmacies in remote areas.”* Yeric, 12, Lima
- ▶ *“Not everyone has access to health centers, especially in remote villages. Ambulances cannot go up the hills, limiting health care. If someone has a serious injury, there are no spaces for care and some people die as a result.”* Jairo, 17, Lima.



# RIGHT TO PROTECTION FROM VIOLENCE

Do you agree with what has been reported by the Peruvian State? Do you believe the Peruvian State has fulfilled the right?

They have not complied, because they do not allocate budget.

Local governments do not invest in protecting children and adolescents from violence.

We feel unsafe in the streets.

We have no information about the preventive measures the State is taking against violence toward children and adolescents.

What the State has reported is only part of the compliance with the right to protection, as protection is not only against physical or mental violence. It is also important to consider the realities of other children, such as working children, children in street situations, children affected by climate change.

It is not guaranteed that reports of acts of violence are effective and confidential, and the reporting channels are not adapted to children who are victims of violence.

I do not fully agree because there are some children and adolescents who are not fully protected and are subjected to violence.

No.  
The ministries do not reach the most remote villages. There are abandoned areas where children and adolescents are unprotected and without access to water and education.

One thing is what is mentioned in the laws and another thing is what happens in reality, because violence against children and adolescents is very tough. In the family, our parents sometimes do not know how to treat us, and neither do our teachers.

I agree, but I believe it is incomplete. The State should evaluate other perspectives and environments where children and adolescents may be unprotected, such as working children and adolescents.

There is a high number of cases of sexual harassment against children and adolescents and tolerance of sexual violence against them.

No, because the State pretends to have fulfilled the right.



## How does non-compliance with the right to protection from violence affect children and adolescents?

- ▶ Children and adolescents feel fearful and do not feel safe.
- ▶ Many girls are brutally raped and murdered.
- ▶ There is no communication between authorities and children and adolescents. They do not know our realities and what we are going through.
- ▶ I do not feel protected because of the abductions of children and adolescents. There is a lot of insecurity.
- ▶ There are no measures promoting the safe and responsible use of information and communication technologies for children and adolescents.
- ▶ In our educational institutions, students are sometimes mistreated, and there is also violence among classmates. There is no respect, which is why we need information, training, and help to prevent it.
- ▶ There is no course that provides information about the CSE or protection methods. There are many cases of teenage pregnancy. The State must be firmer with these situations.
- ▶ There is no guidance for girls and adolescent women on what to do if they suffer any type of violence. We need to be informed.
- ▶ Rights and ways to seek help are not disclosed. The Women's Emergency Centers are not known.



## Recommendations from the children and adolescents on their right to protection

**1** The State should invest more in protecting children and adolescents from violence, since we are the most affected.



**2** The services provided by the Women's Emergency Centers (CEM) should be widely publicized because we are not aware of them. We should be informed on how to access them in order to be attended.



**3** CEM should not only deal with general cases but also have a more open and close relationship with children and adolescents. For example, the current case of rapes in the jungle is outrageous, and we lose hope when the ministries do not consider us.



**4** Authorities should speak directly with children and adolescents, and laws that protect us should be disseminated so that society respects our rights.



**5** A larger budget should be allocated, as the current one is very limited, to ensure there are professionals who can provide good care in the services we access, and that the spaces have the privacy we need.



**6** Disseminating the law on protection from violence is not enough. It should be promoted in schools, and cases of violence should be reported in safe points within schools.



**7** It is necessary to inform children and adolescents about the different types of violence against them and the different consequences each type can have on their lives. This is crucial for children and adolescents to identify dangerous situations they may be experiencing.



**8** It is important that schools teach Comprehensive Sexuality Education and provide the necessary materials. There is still stigma around menstruation, and there are no prepared teams or sufficient efforts to address these issues.



**9** More psychologists should be assigned to schools and health centers, and many talks should be held in educational centers.



**10** Our rights, proper treatment, and healthy lifestyles should be taught and promoted.



**11** Parents, caregivers, teachers, and community-based organizations should be trained on parenting, emotion management, and how to treat children and adolescents.



## Quotes from the children and adolescents on the right to protection from violence

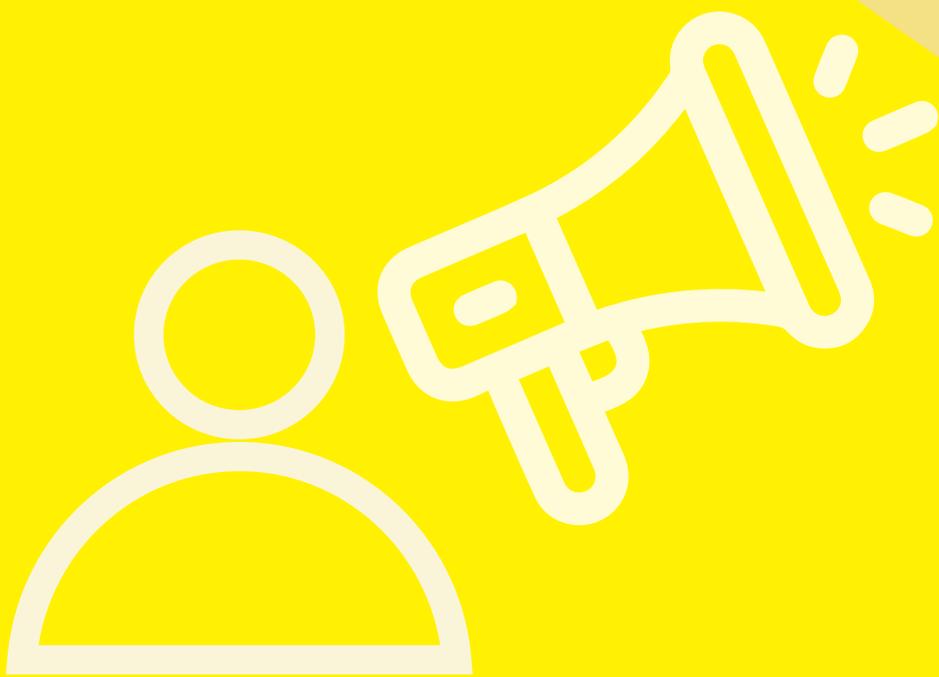
- ▶ *“They have not complied because they do not allocate a budget.”* Paolo, 9, Lima.
- ▶ *“I do not feel protected because of the abductions of children and adolescents. There is a lot of insecurity.”* Rafaela, 9, Lima.
- ▶ *“Just because we are children, they think that our opinion is useless or that we do not have the right to have an opinion.”* Angely, 15, Lima.
- ▶ *“Authorities do not talk directly to children and adolescents.”* Jadhe, 17, Arequipa.
- ▶ *“The law enacted on violence should be disseminated in schools, and cases of violence should be reported in a safe point within the school.”* Lilian, 17, Lima.
- ▶ *“Educational institutions do not provide Comprehensive Sexuality Education. As adolescents, we need to be informed to protect ourselves.”* Angely, 15, Lima.
- ▶ *“We lose hope when the Ministries do not consider us.”* Jadhe, 17, Arequipa.
- ▶ *“We need to consider the realities of other children, such as working children, children in street situations, children affected by climate change.”* Jadhe, 17, Arequipa.
- ▶ *“There is no course that informs us about CSE or protection methods. There are many cases of teenage pregnancy. The State should be stronger with this type of situation.”* Lilian, 17, Lima.
- ▶ *“The CEM should have a more open and close relationship with children and adolescents, not just handle general cases. For example, the current case of rapes in the jungle is outrageous, and we lose hope when the Ministries do not consider us.”* Jadhe, 17, Arequipa.
- ▶ *“It affects us psychologically. It can lead to more violence.”* María Fernanda (Mafer), 17, Lima.
- ▶ *“There are a high number of sexual harassment cases against children and adolescents, and there is tolerance of sexual violence against them.”* Zahory, 9, Chiclayo.
- ▶ *“We still need to be taught about sexual education.”* Lilian, 17, Lima.
- ▶ *“Parents are not taught how to raise their children or manage emotions, or how to treat children and adolescents.”* Zahory, 9, Chiclayo.
- ▶ *“There are several children and adolescents heading towards drug addiction. There are schools where there are pregnant girls. How can the authorities address this?”* Jadhe, 17, Arequipa.
- ▶ *“There is no guidance for girls and adolescent women on what to do if they suffer any kind of violence. We need to be informed.”* Rafaela, 9, Lima.

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<sup>1</sup> It refers to the sexual violations committed against Wampis and Awajún girls by school teachers from 2000 to the present. Despite decades of impunity denounced by the community, the Minister of Education of the current 2024 government declared these acts to be “cultural practices.”

- ▶ *“The budget is very limited, there are no professionals who can provide good care in the services we access, and the spaces do not have privacy.”* Jadhe, 17, Arequipa.
- ▶ *“The government should reinforce schools for parents to strengthen their capacity to educate and raise their children and improve their parenting practices.”* Jesús, 14, Piura.





# RIGHT TO PARTICIPATION AND OPINION

Do you agree with what has been reported by the Peruvian State? Do you believe the Peruvian State has fulfilled the right?

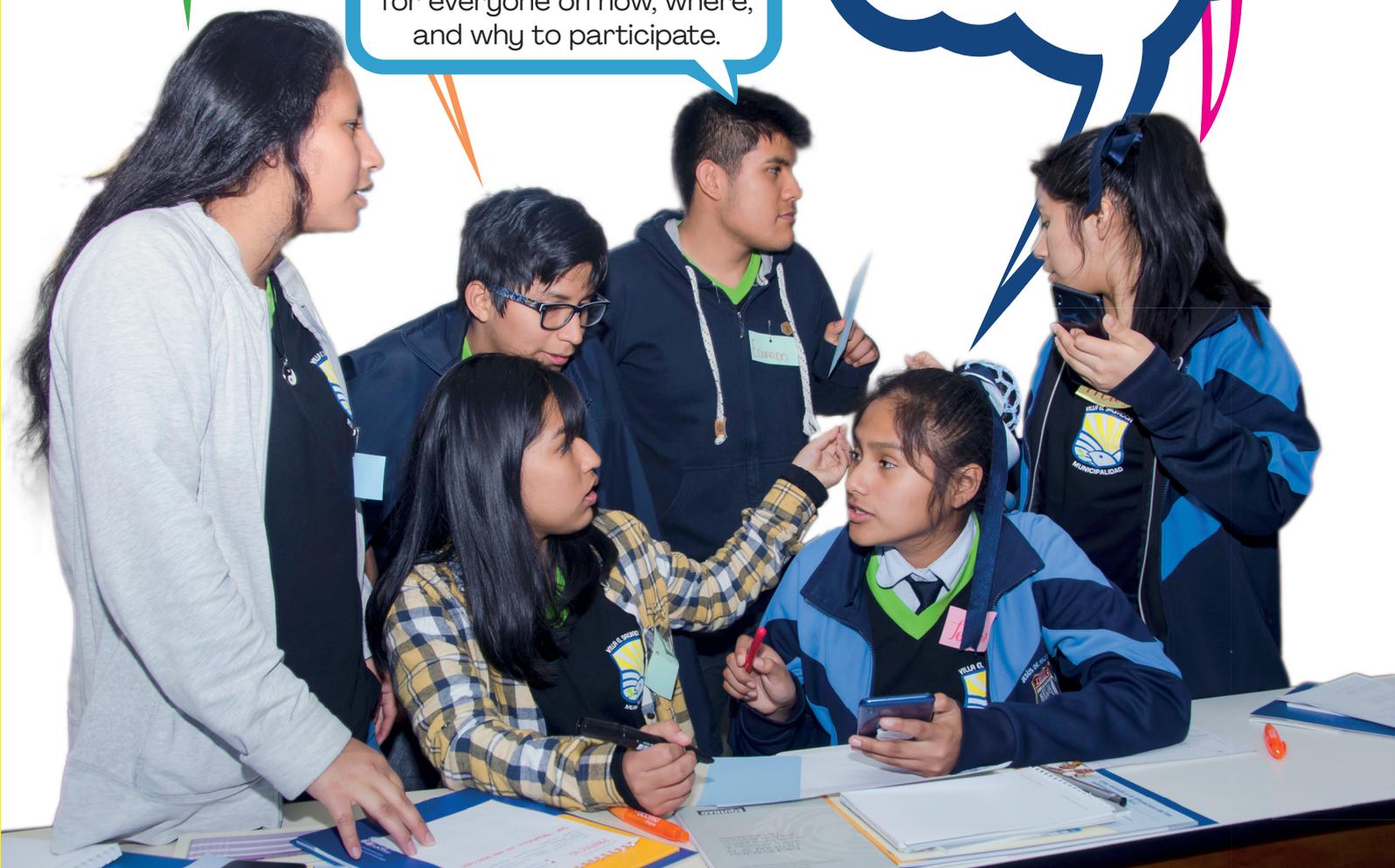
There have been advances in the right to participation and opinion, but they are still limited. The commitments made in participation spaces are not fulfilled equally for all children and adolescents.

There are children and adolescents from rural areas or native speakers of indigenous languages or with disabilities who, due to distance or internet access, cannot participate in consultations held by local, regional, or national governments.

It has not been fully fulfilled because the lack of all participation mechanisms has prevented many children and adolescents from having a voice in matters such as education, health, and well-being.

Although the Code for Children and Adolescents recognizes the right to participation, there is little budget and concrete spaces at the national, regional, and local levels for children and adolescents to express their opinions and have an impact on the decisions that affect them.

There is a lack of resources and effective participation spaces with clear guidelines for everyone on how, where, and why to participate.



## How does non-compliance with the right to participation and opinion affect children and adolescents?

- ▶ Many children and adolescents do not know about the spaces for participation or who they have to contact to exercise their right.
- ▶ Children and adolescents have less voice and participation, reinforcing adult-centrism, discrimination, and gender stereotypes when they do not have or do not know about participation spaces.
- ▶ The social perception that adolescents do not have enough maturity to participate has led to their contributions and proposals often being dismissed or ignored by the authorities. This has affected their self-esteem and motivation to get involved in public affairs.
- ▶ The situation of working children or children in street situations severely limits their right to participation and opinion. These minors, who work or live in the streets, often lack a stable home and access to basic services, such as education and health. This situation excludes them from citizen participation spaces, preventing their voices and needs from being heard. Additionally, they face stigmatization and discrimination from society, which reinforces their exclusion and denies them the opportunity to express their ideas and concerns.
- ▶ Children and adolescents from rural areas, indigenous communities, and those living in poverty face greater barriers to accessing participation spaces due to a lack of resources and opportunities.
- ▶ Children and adolescents feel that the entire State does not prioritize their right to participation, as the Ministry of Women and Vulnerable Populations (MIMP) and the Municipal Defense for children and adolescents (DEMUNA) lack sufficient financial resources.
- ▶ This right is not fulfilled in the business sectors, where only questions are allowed, but they are not answered.
- ▶ Children and adolescents feel frustrated when they want to contribute to solve a problem, but do not know how to do it or do not have the necessary information that would allow them to better understand the issues they are interested in and support them adequately.
- ▶ The lack of awareness among many public institutions, schools, officials, and authorities about the contributions of children and adolescents on issues that concern them has led to their contributions and proposals often being dismissed or ignored by authorities. This has affected their self-esteem and motivation to get involved in public affairs.



## Recommendations from the children and adolescents on their right to participation and opinion

1

The State should allocate more resources, provide more information, and create more and better mechanisms and concrete spaces for children and adolescents to express their opinions.



2

Capacities should be promoted and built for children and adolescents to actively participate in matters that impact their lives.



3

To ensure the full exercise of the rights of working children and adolescents, as well as children and adolescents in street situations, it is essential to include them in the decision-making processes that impact their lives.



4

Children and adolescents want to be part of the solution to the problems that affect them. They want to contribute to solving problems, and what they need are spaces to participate, and access to information that helps them gain better knowledge about the topics of their interest and allows them to support them.



5

The right to participation and opinion of children and adolescents should be widely disseminated within the family, school, and in all matters that concern them, to overcome the social perception that adolescents are not mature enough to participate.



6

The State should further disseminate the contributions and proposals that children and adolescents have generated on different issues and regulations so that they are known in all public institutions and in society.



7

Equal access to participation should be ensured. Barriers to participation spaces should be eliminated for children and adolescents from rural areas, indigenous communities, and in situations of poverty, due to a lack of resources and opportunities.



## Quotes from the children and adolescents on their right to participation and opinion

- ▶ *“Our opinion is important for humanity because we are the future, and we will have to take action to improve it. That’s why our opinions should be heard.”* José, 13, Lima.
- ▶ *“The government should help us promote the participation of children and adolescents in the family, school, and city, by having programs and mechanisms to be heard.”* Sebastián, 15, Amazonas.
- ▶ *“Children’s right to express their opinions is often silenced starting at home. In many cases, parents hush their children; there is a culture of staying quiet.”* Jesús, 14, Piura.
- ▶ *“It’s not being fulfilled. We started to express our opinion to some oil company executives, asking why in Talara, where there are companies making a lot of money, they do not hire workers. Also, about the renovation of sports fields. They only allow us to leave questions in envelopes without any response.”* Jesús, 14, Piura.
- ▶ *“I think it has been somewhat fulfilled, but they still need to work more on this issue. Let’s remember that many children and adolescents do not know how or where to share their opinions. Inequality is still a real problem, and something I have observed is that they do not pay attention to children and adolescents, especially to those in rural areas.”* Gael, 14, Cusco.
- ▶ *“The right to freedom of opinion. When there were protests, the police caused repression and deaths. During the terrorism era, many people were not heard either.”* Jesús, 14, Piura.
- ▶ *“There is adult-centrism and they do not articulate documents promoting the participation of children and adolescents, as well as spaces for participation.”* Jesús, 14, Piura.
- ▶ *“Children and adolescents’ organizations are not given budget or funds to exercise their right to participation.”* Thania, 17, Lima.
- ▶ *“Children and adolescents from indigenous communities do not know their collective rights, like prior consultation (participation). The education we receive has a colonial and not intercultural approach. There is more participation of men than women.”* Danitza, 28, Cusco.
- ▶ *“The limitations on participation discourage us from sharing our opinions and really frustrate us. We feel demotivated knowing that we are not given opportunities and lack guidance on whom to turn to or how to proceed. We experience deep frustration wanting to solve the problem but not knowing how.”* Gael, 14, Cusco.
- ▶ *“The lack of access to books and digital devices that could strengthen our knowledge limits us significantly. Without the necessary knowledge, how can we support our opinions?”* Jesús, 14, Piura.
- ▶ *“The Ministry of Education has prohibited children and adolescents from discussing politics in schools.”* Danitza, 28, Cusco.
- ▶ *“The lack of budget for spaces where children and adolescents can participate is concerning. There is no strategic plan from the State or its agencies, such as the Ministry of Women or DEMUNA.”* Thania, 17, Lima.
- ▶ *“As a child who work on the streets, we are excluded from society and cannot voice our opinions due to the discrimination we face.”* Yeremi, 17, Lima.
- ▶ *“Children living on the streets are stigmatized and discriminated against.”* Jesús, 14, Piura.



# RIGHT TO A DIGNIFIED LIFE AND WELL-BEING vs. POVERTY

Do you agree with what has been reported by the Peruvian State? Do you believe the Peruvian State has fulfilled the right?

Not completely, because the national school feeding programme 'Qali Warma' does not reach all students, particularly those in secondary education. Many families are unable to provide food for their children due to the country's difficult economic situation.

Access to water. The increase in the cost of water is very serious because it could leave families without access to a service that is vital for our development.

The State allocates aid to educational institutions, but corruption among authorities often prevents "Qali Warma" products from reaching those in need.

In addition to the poor nutrition that many students have due to lack of economic resources, they do not have study materials such as notebooks, pencils, and pens, which affects their performance as students.

Economic bonds provided by the State are often not allocated to the real families in need due to a bad targeting process.

Due to lack of resources, parents do not take their children to medical check-ups to monitor their weight and height accurately; they also miss out on timely vaccinations. All of this hinders proper development of children and adolescents, exposing them to greater levels of deprivation and poverty.



Hygiene measures for the food offered to students, both inside and outside the educational centers, are not always met. Standards for selling affordable lunch boxes should be improved to ensure they offer healthy products.

## How does non-compliance with the right to a dignified life and well-being affect children and adolescents?

- ▶ Child labour and school dropout. Some children are required to work to contribute to their household income, which causes them to drop out of school to prioritize generating income for their family. This not only causes them anxiety and distress as they take on responsibilities they are not prepared for but also exposes them to violent situations (exposure to danger) by being away from home at a young age.
- ▶ Many young children do not complete their vaccinations or attend medical check-ups because their parents cannot afford to take them to health centers.
- ▶ Poverty also affects mental health. Eldest children often take on the responsibility of providing for their family, which distracts them from their studies and causes stress.
- ▶ Children who grow up in poverty may internalize their situation, believing they will always be poor and unable to escape their circumstances.
- ▶ Access to work. For single mothers, finding a job is challenging, and even if they do, it is often precarious and does not provide the necessary conditions to care for their children, leaving them unprotected and lacking proper care.
- ▶ The Ministry of Education (MINEDU) has not properly assigned courses, as it has generalized subjects in a way that is not conducive to learning. As a result, many important subjects have been removed.
- ▶ Lack of access to higher education over the long term can lead people to accept low-paying jobs. This situation, in turn, creates conditions of vulnerability for their children, perpetuating a cycle of poverty that is transmitted from generation to generation.



## Recommendations from the children and adolescents on their right to live a decent life with dignity and well-being vs. poverty

**1** Aid to poor remote communities should include products for cultivation, since many families depend on self-consumption. Planting and harvesting do not guarantee meeting the necessary nutritional requirements. Aid often does not reach these communities due to long distances by road and rivers.

**2** The “QaliWarma” food program should be extended to secondary school students in public schools.

**3** A protection or support service should be provided to children and adolescents with disabilities who are left unprotected due to the death of one or both parents.

**4** Support should be provided to single mothers raising their children alone, guaranteeing them assistance for the care and nutrition of their children while they work.

**5** Children and adolescents who are working should be protected, as they contribute to supporting their families by providing for their younger siblings, ensuring they have food, school transportation, and covering other essential services.

**6** Children and adolescents in street situations should be supported, as increasing poverty puts them at greater risk.

**7** The Ministry of Health’s vaccination and control programs for children should be carried out in the C&A’s own homes, since many parents cannot take them due to their poverty situation.

## Quotes from children and adolescents about the right to a dignified life and well-being vs. poverty

- ▶ *“Qali Warma should be available for both primary and secondary levels; the economic situation in the country is very difficult.”* Ranjana, 16, Lima
- ▶ *“Generalizing subjects might not be very convenient; it only helps to reduce costs, that is all.”* Jesús Alejandro, Venezuelan, 15
- ▶ *“Products arrive in bad conditions. They are expired, and sometimes younger children in primary school are not old enough to check their food. They just want to eat because it might be their breakfast or a snack, so they forget to check the expiration date.”* Jairo, 17, Lima
- ▶ *“SEDAPAL water has increased its cost by 8%, which makes it difficult for many families to cover this very basic and important need. We use a lot of water, and this can be a severe blow.”* Jairo, 17, Lima
- ▶ *“I have many classmates who attend school without school materials, and that is very shocking.”* Ranjana, 16, Lima
- ▶ *“Some classmates used to tell us they hadn’t had breakfast because they didn’t have time, but over time we realized that wasn’t true, so we kept Qali Warma for them.”* Ranjana, 16, Lima
- ▶ *“Food aid does not reach small villages, so children in these villages do not eat because they do not have access.”* Angelo, 13, Loreto
- ▶ *“Poverty also affects mental health, as parents are stressed about how to get money for their children, and children grow up absorbing that stress.”* Ranjana, 16, Lima
- ▶ *“Poverty negatively influences many things; often, children who grow up in poverty have the perception that, since they were born into poverty, they will never be able to succeed in life, so they grow up with that idea.”* Melissa, 15, Loreto
- ▶ *“Many single mothers do not get a job easily.”* María Angela, 16, Cuzco





# RIGHT TO A CLEAN, HEALTHY AND SUSTAINABLE ENVIRONMENT

Do you agree with what has been reported by the Peruvian State? Do you believe the Peruvian State has fulfilled the right?

I do not agree, as there are still sources of pollution affecting health and deforestation, among other issues, which negatively impact the environment.

In the district where I live, this right is not fulfilled. While there is specific information provided about dengue, other environmental issues are not addressed.

The authorities show neither responsibility nor care. For example, regarding dengue, it is the authorities themselves who leave water stored without proper precautions.

Pollution, the destruction of ecosystems, and the lack of access to green spaces hinder the right to a healthy environment.

Although mayors have budgets allocated for cleaning, unfortunately, the appropriate actions are not taken, and resources are directed to other activities. For instance, there are garbage dumps without proper treatment.

Garbage collection is inadequate and contributes to the greenhouse effect, affecting many children and adolescents with respiratory illnesses.

Poor management of municipal budgets contributes to the overall lack of a healthy environment.

Pollution, the destruction of ecosystems, and the lack of access to green spaces remain significant obstacles to the right to a healthy environment.

In rural areas, authorities dismiss the opinions of children and adolescents when they offer suggestions to prevent pollution. While they appear receptive at first, they ultimately do not take effective measures.

## How does non-compliance with the right to a clean, healthy and sustainable environment affect children and adolescents?

- ▶ Environmental pollution affects the health of children and adolescents, causing respiratory diseases.
- ▶ Droughts in various parts of Peru, due to the greenhouse effect, lead to water scarcity. When water is not available, people store it in containers, which often results in contaminated water that affects health.
- ▶ In rural areas, health care is often poor compared to urban areas, which represents a form of discrimination.
- ▶ It affects proper nourishment because droughts prevent food production.
- ▶ Floods prevent children and adolescents from attending school, affecting their education.
- ▶ In cases of droughts or rains, authorities often prioritize people with more resources over those in real need, such as people living in rural areas.
- ▶ Safety, stability, and quality of life for all children and adolescents are compromised due to issues like river overflow and landslides, which flood their homes and schools.
- ▶ In disaster situations, the State does not always provide adequate assistance, often shifting the responsibility to the affected people.
- ▶ Heavy rains damage poorly constructed homes and everything inside them (beds, mattresses, stoves, refrigerators, food, etc.).



## Recommendations from the children and adolescents on their right to a clean, healthy, and sustainable environment

**1** Authorities must be more responsible in taking care of the environment. They should lead by example and not pollute.



**2** Public institutions and authorities should carry out more campaigns for environmental protection to help improve health.



**3** Private companies are also responsible for taking care of the environment. We children and adolescents have met with a polluting company, but they did nothing. The State should support us.



**4** The State's role is to ensure suitable living spaces. Not protecting the environment affects the health of children and adolescents.



**5** The State should develop contingency strategies to prevent disasters.



**6** It is necessary to raise awareness among families about the importance of recycling and the proper use of resources, promoting environmental protection and proper waste disposal.



**7** Inform people about the importance of protecting the environment and recycling through workshops and campaigns.



**8** Local governments should support communities that organize themselves to place garbage containers and collect waste, thereby preventing contamination.



**9** The State should support C&A's initiatives in schools and neighborhoods, such as planting trees, developing bio-gardens, recycling and carrying out campaigns. They should listen to the children; we are the most concerned about taking care of their environment and protecting their future.



## Quotes from the children and adolescents regarding their right to a clean, healthy, and sustainable environment

- ▶ *“Mayors use cameras to pretend they are taking action, but they do not do anything to take care of the environment.” Paris, 17, Lima.*
- ▶ *“The State’s role is to provide us, the children and adolescents, with suitable living spaces, because all of this will affect our health.” Paris, 17, Lima.*
- ▶ *“Garbage fosters diseases. This year, for example, I have only seen people come to my neighborhood to inform us about dengue; besides that, nothing else has been addressed.” Paris, 17, Lima.*
- ▶ *“The State has no contingency plans for disaster situations.” Paris, 17, Lima.*
- ▶ *“We are citizens too and should participate, but they do not allow us. So where is our voice? It seems like our opinion does not matter to them.” Patricia, 16, Cusco.*
- ▶ *“I feel the urgency to act and protect our environment to ensure a sustainable future for everyone and thus fulfill our rights.” Paolo, 13, Piura.*
- ▶ *“Overall, it affects the safety, stability, and quality of life of all children and adolescents.” Paolo, 13, Piura.*
- ▶ *“When the State provides aid during natural disasters, they do not prioritize people in rural areas; they prioritize people who are not in need. They discuss and decide among themselves.” Patricia, 16, Cusco.*
- ▶ *“When disasters occur, the State does not provide adequate assistance. They say, ‘You have to build your house; it is not our fault.’” Susan, 15, Ucayali.*
- ▶ *“Floods prevent us from going to school; it is difficult to get anywhere.” Susan, 15, Ucayali.*
- ▶ *“If we keep polluting the environment, we might run out of oxygen.” Thianne, 13, Loreto.*
- ▶ *“We really do not pollute the environment that much. The population only accounts for about 40% of the pollution in the country. It is the big companies that pollute. In the highlands, there are mines and factories that emit very toxic gases. However, the State does not say anything to them because these companies silence them with money, while they keep telling us to take care of the environment.” Jesús, 14, Piura.*





# RIGHT TO NON-DISCRIMINATION

Do you agree with what has been reported by the Peruvian State? Do you believe the Peruvian State has fulfilled the right?

Yes, but there are still cases of discrimination.

**Discrimination and data.** I believe they have provided incorrect data, which constitutes a failure to fulfill the right to information.

I do not agree; it is not being fulfilled in the departments. They do not explain the laws regarding the Shipibo people.

I do not agree because there are cases that have not been recorded, and there is no effective follow-up of discrimination cases. This problem is common in society, especially in schools.

I do not agree. Discrimination occurs in various places and is not reported or denounced by the victims, possibly due to fear or other factors.

The Peruvian State is not fulfilling its obligation as it is not assessing the various existing cases.

“In our country, there are many cases of child labor. Even though child labor is criticized and reported in Peru, it is not fully addressed. The government should improve how it deals with this issue by raising awareness, as many Peruvians are not familiar with or informed about these cases. We call for children and adolescents who work and study not to be discriminated against or mistreated.”

Exclusion, xenophobia. Both citizens and the national police discriminate, insult, and say things like “What are you doing here? This is not your country. Why do you not leave?” It is a serious problem because even the police are involved, privileging Peruvians over Venezuelans.

I do not agree. Over the last eight years, bullying and discrimination in schools have increased (aggressions).



## How does non-compliance with the right to non-discrimination affect children and adolescents?

- ▶ We are not considered as citizens.
- ▶ There are serious cases, such as children who have died after fights and have been taken to the hospital.
- ▶ **Psychologically.** It lowers our self-esteem. When we are told bad things or made bad jokes, we take it seriously and we lower our self-esteem.
- ▶ Cases of anxiety and depression have increased considerably. Even more concerning is that many cases are not recognized as being caused by discriminatory insults and jokes.
- ▶ It affects **academic performance.** We feel bad, and that affects our academic performance.
- ▶ These limitations can mainly affect emotional well-being since we might feel inferior. On the other hand, we might internalize the negative messages received from aggressors or experience stress.
- ▶ We are being misinformed: 18 cases of discrimination reported by the Prosecutor's Office is very few compared to the news we see every day. I saw a case of a girl who died from beatings. Also, insults are normalized as jokes.
- ▶ We do not have enough voice to claim our rights.
- ▶ Indigenous, Andean, and Afro-Peruvian cultures are lost. In schools, we are not taught to seek our roots. These cultures are not respected, and their people are often mocked by both teachers and classmates for their way of speaking. Instead, we seek to learn other languages that are useful to us.
- ▶ We are discriminated against in our own country and even our parents instill this thinking.
- ▶ There is a lack of respect. At school, teachers discriminate by saying, "Don't hang out with them." Sometimes, we also do this to each other.
- ▶ **Racism:** Peruvians discriminate against each other based on ethnicity (Indigenous and Afro-Peruvians) through "jokes." This happens even within families.
- ▶ Even we, as adolescents, put limits on ourselves.
- ▶ **Racism and cultures:** This is a very sensitive issue that is still not addressed. Discriminatory attitudes are present in society, leading people to accept or justify such behaviors as normal.

There is a lack of equality and empathy among people, and many do not know their rights.

**Teachers.** They discriminate based on size and skin color, give us nicknames, and make inappropriate jokes. Classmates often laugh, even though they know it hurts.

We feel a lot of discrimination: We are called names like "serrano" (highlander) and told to "go back to your highland," which leads to bullying and cyberbullying.

Hints. We feel bad even if it seems that we are not affected. For example, when people say, “Do not be like him,” it makes us feel bad. They also do not let us play.

- ▶ **Gender discrimination:** Parents scold us, hit us and say, “You can’t cry, that’s worse, it makes you look like a faggot.” This behavior also continues in the classroom, where classmates say, “You are a woman, you should clean the room and pick things up.”
- ▶ **Discrimination against working children:** We ask that children who work and study not be discriminated against or mistreated.



## Recommendations from the children and adolescents on their right to non-discrimination

**1** Implement education with a gender focus to ensure that there is no discrimination against any child or adolescent, regardless of their gender.

**5** Teaching us that we have rights, that we must be respected, and that we have the right to be heard.

**2** It is important to educate families because discrimination often starts at home. "It is important to work with young children and families to create change."

**6** Schools must address discrimination starting with teachers, who sometimes discriminate based on the size and skin color of students.

**3** The State, schools and families must recognize that discriminatory attitudes are widespread in society and that some behaviors are accepted or justified as normal. This can lead to individuals feeling restrained and remaining silent.

**7** Schools should teach about our roots, our culture, and indigenous populations.

**4** It is essential to teach more about rights, especially the right to be treated equally. Fostering empathy from an early age is key.

**8** The State should reflect on the work of children and adolescents from different perspectives and raise awareness among citizens to avoid discrimination and mistreatment of C&A who work and study.

## Quotes from children and adolescents on the right to non-discrimination

- ▶ *“Teachers discriminate, which is wrong, but it happens. They give us nicknames and make comments about our size and skin color. They make bad jokes that they should not, while our classmates just laugh, even though they know it affects us.”*
- ▶ *“Some parents are discriminated against at work because of their race or country of origin, preventing them from receiving the salary they deserve and affecting their family’s livelihood.”*
- ▶ *“Police and some citizens discriminate against foreigners, telling them things like ‘Do not disrespect me because I can deport you.’ They insult them and say they do not belong here, giving more advantages to Peruvians than to Venezuelans.”*
- ▶ *“Fathers scold and say things like, ‘You can’t cry, that’s being a faggot. Men don’t cry.’”*
- ▶ *“Classmates tell us, ‘You are girls, you should clean the classroom,’ or ‘Don’t you want gender equality? Then pick up the stuff.’”*
- ▶ *“In some schools, they discriminate against classmates who sell on the streets, calling them ‘poories’ and mistreating them.” Naomi.*
- ▶ *“In some schools, they no longer discriminate against you because of how you dress or where you are from. I’m not saying that everyone has changed, but there are many classmates who are improving.” Anyeli, 15, Lima.*
- ▶ *“Children from rural areas are often discriminated against in the city because of their way of dressing or speaking.” Luzmila, 17, Cusco.*





