

OUR VOICES



**CHILDREN AND PERUVIAN ADOLESCENTS REPORT
TO COMMITTEE ON THE RIGHTS OF THE CHILD
ABOUT CHILDREN HUMAN RIGHTS IN PERU - 2021**

Report prepared by the representatives of the following organizations of girls, boys and adolescents in Peru:

- ✓ Adolescentes Reporteros Biligues (ARBI)
- ✓ Agrupación de Niños, Niñas y Adolescentes por un Mundo Mejor (NNAPUM)
- ✓ Aldeas Infantiles SOS
- ✓ Alianza Nacional de Líderes de la Transformación (ANALIT)
- ✓ Asociación Chibolitos de Cajamarca
- ✓ Asociación de Niños del Río
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- ✓ Consejo de Niñas y Niños de Lima Metropolitana
- ✓ Consejo Consultivo de Niñas, Niños y Adolescentes de Lima Metropolitana
- ✓ Consejo Consultivo de Niñas, Niños y Adolescentes (CCONNA) Nacional
- ✓ Consejo Consultivo de Niñas, Niños y Adolescentes del Grupo de Iniciativa Nacional por los Derechos del Niño
- ✓ Consejo de Jóvenes de Perú – Terres des Homes Suisse
- ✓ Inti Runas: Guardianes de la Niñez
- ✓ Jóvenes Actuando por Cristo (JAC)
- ✓ Jóvenes Adolescentes Reporteros (JAR)
- ✓ Líderes y Lideresas Escolares de San Martín de Porres
- ✓ Movimiento de Adolescentes y Niños Trabajadores Hijos de Obreros Cristianos (MANTHOC)
- ✓ Movimiento Nacional de NATs organizados del Perú (MNNATSOP)
- ✓ Nuestro Esfuerzo Implica cada Éxito (NEICE)
- ✓ Organización Adolescentes Colegio Nacional Yarinacocha de Ucayali
- ✓ Periodistas Escolares de Cusco
- ✓ Programa de Microfinanzas de los NATs (PROMINATS)
- ✓ Red de Municipios Escolares de Pucallpa (REMEP)
- ✓ Red Distrital de Municipios Escolares de Villa El Salvador (RED MEVES)
- ✓ Red Interdistrital de Municipios Escolares (REDIME)
- ✓ Red de Niñas, Niños y Adolescentes por el Derecho a la Salud
- ✓ Red Nacional ANALIT
- ✓ Red Nacional de Niñas, Niños y Adolescentes (REDNNA Perú)
- ✓ Yo también tengo algo que decir

With the support of:

- ✓ Acción por los Niños
- ✓ IPRODES
- ✓ IFEJANT
- ✓ Manthoc
- ✓ Paz y Esperanza
- ✓ Save the Children
- ✓ UNICEF
- ✓ Voces Ciudadanas

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Introduction

Peruvian non-Governmental organizations accompanying children in Committee on the Rights of the Child (CRC) reporting submit this report with the voices of children willing to tell to the United Nations CRC on how children's rights are respected in Peru.

“

Homes during quarantine have not been safe spaces, teenage pregnancy and family violence has worsened. Actions, regulations or educational campaigns should be taken”

Sergio

“

In rural areas because of extreme poverty, many children have left school, putting them at greater risk”

Grupo 1

“

We have seen with the pandemic... that many people did not have insurance, many people have not been able to care...”

Mafer



Context

An approach to the human rights situation of children and adolescents in Peru presupposes, first of all, an account of the main advances and challenges of the last years, and point out how the health emergency, generated by the pandemic, has affected their lives.



Many times we are discriminated against because of our skin color or we also discriminate against people with different abilities and Venezuelan migrants, which has been quite strong and we have to change it”

Katherine

In 2021, child population living in Peru is estimated in 9'604,950 representing 29.1% of the total population¹. Peru is a culturally, linguistically and territorial diverse where living 55 indigenous populations (51 Amazonian and 4 Andean); and 48 native languages are spoken (44 Amazonian and 4 Andean)². At the national level, approximately, 10% of children, have a native language as their mother tongue³ and 112,026 children under 15 years of age would be in a situation of disability⁴.

In 2019, before the pandemic generated by the Covid-19, children (27.9%) had 11.4 percentage points higher incidence of poverty than adult population (16.5%); and inequities by residence area and mother tongue continued to be maintained⁵:

✓ Living in rural areas: (i) more than double (49.7%) were in a situation of monetary poverty compared to those who reside in urban area (21.4%).

✓ Monetary poverty was more than double among those whose mother tongue was native to the Amazon (56.8%), Quechua (56.1%) and Aymara (55%) compared to those who had Spanish (25.4%) as mother tongue.

✓ By 2020, more than 96% of Peruvian girls, boys and adolescents have a national identity document (DNI), this figure varies according to the level of poverty: 98,3% in the non-poor group; 97.4 in the poor group and 95.8 in the extreme poor⁶.

Due to the context of health emergency generated by the Covid-19, it is estimated that the situation of general poverty has grown by 10 percentage points (from 20.2% in 2019 to 30.1% in 2020). In the case of children and adolescents by age group, the situation has worsened between 2015 and 2020⁷:

✓ In early childhood, from 0 to 5 years, it increased from 32% to 43.1%.

✓ In children, from 6 to 11 years, it increased from 32.1% to 41%

✓ In adolescence, from 12 to 17 years, it increased from 28.4% to 37.9%

In Latin America and the Caribbean, Peru is the second host country for Venezuelan migrants after Colombia. The humanitarian and economic crisis in Venezuela has caused the migration of 5.1 million people, of whom, about 830,000 Venezuelans have settled in Peru, as of September 2020; and one out of three Venezuelan households in Peru has among its members girls, boys and adolescents.

Given the impacts generated by the Covid-19, most of the migrant population is in a vulnerable situation: most work in the informal sector, a third of Venezuelan adolescents aged 12 and 17 work, 62% of households with children and adolescents live in overcrowded conditions⁸, they do not have guaranteed access to health services⁹, have lower school attendance¹⁰ and have not acceded to social protection measures established by Peruvian Government.

Although, in Peru there have been improvements in household access to water, sanitation, electricity, internet and cellphone services, especially in those who were in a situation of poverty, there are still gaps such as those presented below, among to 2015 and 2020¹¹:

⁶ National Institute of Statistics – INEI. Household Survey, 2012 – 2020.

⁷ INEI, Household Survey, 2015 and 2020.

⁸ UNICEF. Living Conditions of Venezuelan children in Peru. Sub analysis of the ENPOVE (Evolution of monetary poverty) 2018, Lima.

⁹ In Peru, only 18% of Venezuelan migrant children have health insurance.

¹⁰ In Peru, only one out of four children from 3 to 5 years old attend Early Childhood (Infant); 46% from 6 to 11 years old attends to Primary School, and 40.2% of adolescents (from 12 to 16 years old) to Secondary Education (INEI y UNICEF).

¹¹ INEI. Technical Report: Evolution of monetary poverty 2009-2020, May 2021.

¹ INEI Estimates and projections of the National Population by Simple Age and Calendar Year. 1950-2050- Special Bulletin N° 24.

² Ministry of Culture. (2019). ¿How are we? Cultural and Linguistic Diversity in Peru.

<https://centroderecursos.cultura.pe/sites/default/files/rb/pdf/Cartilla%20informativa%20AILI%2023.05.19.pdf>

³ INEI, Census 2017.

⁴ INEI, Peru: Living conditions of people with disabilities, 2019.

⁵ Own Estimates based on INEI, ENAHO, 2019.



- ✓ Access to clean drinking water in the households living in poverty situation increased by 11.4 percentage points (from 65.7% to 77.1%) and by 2.5 percentage points in non-poor population (from 82.5% to 85%).
- ✓ Access to sanitation system in the households living in poverty situation increased by 16 percentage points (from 35.4% to 51.4%) and by 1.7 percentage points in non-poor (from 70.9% to 72.6%).
- ✓ Access to electricity in the households living in poverty situation increased by 9.3 percentage points (from 84% to 93.3%) and by 1.1 percentage points in non-poor (from 96% to 97.1%).
- ✓ Internet access in the households living in poverty situation increased by 15.7 percentage points (from 2.3% to 18%) and by 17.3 percentage points in non-poor (from 27.7% to 45%).



Likewise, between 2015-2020, access to health insurance¹² for children living in poverty situation increased among who are living in poverty (de 83.9% a 86.3%) and non-poor (from 78.1% to 83.9%) remained in extreme poverty (from 88.1% to 88.4%). By 2020, there is more access to health insurance among those living in rural areas (93.3%) than among those living in urban areas (82.7%)¹³.

Iron deficiency anemia is one of the main public health problems in Peru. In 2020, 4 out of 10 children between to 35 months of age had anemia. In regions such as Puno and Ucayali reached 69.4% and 57.2%, respectively¹⁴. Health emergency by Covid-19 had another impact on children: vaccination of infants under 12 months of age, decreased by 15.6 percentage points, from 76.7% in 2019 to 61.1% in 2020, and in 22 of the 26 regions it had a decrease between 10 and 26 percentage points.

On the other hand, teenage pregnancy has remained constant in recent years. In 2017, 12.6% of women between 15 and 19 years old had at least one pregnancy; a percentage that almost doubles (22.7%) between adolescents living in rural areas; however, in urban area reached 10.1%. Nevertheless, in 2018 a new variable was considered and it was divided into: i) Teenage pregnancy and motherhood from 15 to 19 years old: 8.2% got pregnant at least once (6.5% are actually mothers and 1.7% were pregnancy for first time); y ii) Pregnancy and adolescent maternity from 12 to 17 years old, 2.3% were once pregnant (1.7% were already mothers and 0.6% were pregnant for the first time). In both cases, the percentage of teenage pregnancy increase in the jungle and in the Andean, respectively¹⁵.

¹² All types of insurances are included (private, public, Army and Police Forces, Integral Health Insurance, ESSALUD, among others).

¹³ INEI, National Household Survey, 2015 y 2020.

¹⁴ ENDES. (2021). Demographic and Family Health Survey, 2020: principales resultados. INEI.

¹⁵ INEI. Perú. Demographic and Family Health Survey. ENDES 2020. May, 2021.

As a result of the pandemic, the mental health of children and their caregivers has been affected. At the end of 2020¹⁶, 34% of children and adolescents showed mental health problems, highest in those of 18 months and less (56%) and under 5 years old (37%). 1 out of 5 care givers of children reported that they had depressive symptoms two weeks prior to the study; almost half of the caregivers stated that they needed mental health support, but only a third part of them accessed it.

Peru is one of the countries that is still maintaining schools closed for more than a year, affecting the attendance of children to the schools. Between 2019 and 2020, more than 705 thousand of children and adolescents of early childhood education, primary and secondary school have interrupted their studies or are at risk to do it.¹⁷:

In addition, in 2019, more than 50% of children reported having suffered physical violence in their lifetime, and more than 90% of those who were victims of physical violence indicated that a member of their family had been responsible. 522% between the ages of 9 and 11 reported that they had been victims of physical violence, a proportion that was higher for the group between the ages of 12 and 17, with more than 60%¹⁸.

An approximation of public expenditure on children can be expressed in terms of the expenditure earned in the budget for fiscal year 2019, organized by the strategic objectives of the National Plan of Action for Children (PNAIA in Spanish), as a percentage of Gross Domestic Product (GDP), which is expressed for 2019 as follows¹⁹:

- ✓ **Strategic Objective N° 1:** To ensure the growth and comprehensive development of children aged 0-5: 0.7 % GDP.
- ✓ **Strategic Objective N° 2:** To ensure the continued growth and comprehensive development of children aged 6 to 11: 1.1 % del GDP.
- ✓ **Strategic Objective N° 3:** To consolidate the growth and comprehensive development of children aged 12 to 17: 1.2% GDP.
- ✓ **Strategic Objective N° 4:** To ensure the protection of children and adolescents aged 0 to 17: 0.3% of GPD.

¹⁶ Study about Mental Health of boys and girls within the Pandemic context. (UNICEF; Health Ministry, 2021)

¹⁷ SIAGIE and School Alert from the Ministry of Education, MED

¹⁸ INEI. National Survey on Social Relations (ENARES) 2019.

¹⁹ Cfr. MEF-MIMP Report on the Monitoring of Public Budgetary on children and adolescents https://public.tableau.com/app/profile/pnaia/viz/DashSistemadeSeguimientoVF7/Sist_Seguimiento



Methodology

In 2016, the CRC considered the combined fourth and fifth periodic reports of Peru at its 2067^o and 2069^o meetings held on 14 and 15 January of that year. As a result, the members of the Committee adopted concluding observations on the situation of the rights of the child in the Peruvian Government.

Five years later, 75 children and adolescents (51 girls and 24 boys), from 9 to 17 years old, representing 35 children and adolescents organizations²⁰ from different regions of the country (Lima, Ayacucho, Cajamarca, Cusco, Huanuco, Junin, Loreto, Pasco, Madre de Dios and Ucayali) met virtually between the days May 29, June 2-5 of the current year, to analyze and elaborate, from their own voices, the report about the main advances and challenges in the situation of children's rights in Peru.

This process was supported by the following civil society organizations: -Acción por los Niños, Asociación Paz y Esperanza, Instituto Promoviendo Desarrollo Social – IPRODES, IFEJANT, Manthoc, Save the Children, Unicef Peru, Voces Ciudadanas and with the valuable participation of the Child Rights Connect organization, which works for the defense and promotion of the human rights of children and adolescents in Peru, who were in charge of the organization and implementation of the workshops in which they worked in a participatory and consensual manner.

²⁰ See Annex N° List of organizations of children and adolescents involved is included

The workshops included the following contents:

1 The first focused on a “Training Programme on the Mechanisms of the Universal System for the Protection of the rights of children and adolescents”, which aimed to strengthen the capacities of girls, boys and adolescents in the protection of their human rights through a participatory approach, enabling them to produce a report to the CRC and to promote in children and adolescents the need to monitor, influence an follow up on the implementation of the recommendations made by the United Nations Committee on the Rights of the Child to the Peruvian Government.

2 The second was aimed at collecting the experiences of the participating children in a dynamic way, identifying the problems that affect them, based on their daily experiences in recent years and especially during the pandemic (2020), based on the analysis of the recommendations given by the Committee on the Rights of the Child to Peruvian Government and how their rights were affected in matters related to migration, education, connectivity, health, violence, among others.

Each child commented on 4 rights that they felt were not yet guaranteed by the Peruvian Government and were not being respected. For this purpose, questions and reflections were focused on:

- ✓ Impacts in the last year (pandemic)
- ✓ Changes that they saw as a result of the most recent recommendation made by the CRC to the Peruvian Government since the last report:

Where they met ?

What is still violated ?

What else is new ?



3 The third workshop, a summary of the information produced by children was prepared at the previous workshop, organized by rights that they felt affected their lives and their integral development, with a brief presentation at the beginning of the workshop. In a second moment, the results of the Survey “Your voice matters”²¹ was presented; the survey was carried out at the beginning of the workshops where children answered three questions: ¿What rights do you consider most important to you?, ¿What are the rights that you consider have not been addressed by the Peruvian Government? And ¿What rights do you think there has been progress in the country?

Subsequently, children, after brainstorming in groups, closed the topics discussed in the previous workshop with the question: ¿Is there anything that we did not include or elaborate on regarding the rights of children in Peru? Then, move on to the question: ¿What would we like the CRC ask to the Peruvian Government? It was concluded by collecting the views of children on how they would like to work on the report.

It is important to note that the three workshops were organized in such a way that all children had the opportunity to participate in both: the working groups and the plenary sessions. The application of the Mentimeter was used to know how children felt in the workshops²².

In the process of convening and during the workshops, great care was also taken with the protection and safeguarding issues. All the children who took part in the workshop filled in the form of informed consent, authorizing the use of their voice and image, signed by their mothers, fathers and/or guardians. Finally, the findings worked out by children and adolescents were organized according to the matrices listed below.

²² See Annex N°2, Results on the On-line Survey answer by children and adolescents.

²³ See Annex N°3, Mentimeter photo.

Our voices

Based on the workshops developed with children and adolescents, their points of view were systematized and their opinions and comments were organized in the framework of the Concluding Observations of the CRC about Peru in January 2016.

1 GENERAL MEASURES OF IMPLEMENTATION (Articles 4, 42 y 44, paragraph 6 of the CRC).

Regarding the article 4 of the CRC “States parties shall undertake all appropriate, legislative and other measures for the implementation of the rights recognized in the present Convention”. Girls, boys and adolescents pointed out that without investment their rights can not be guaranteed. Within the framework of that article, the CRC recommended to the Peruvian Government to evaluate the budgetary needs and allocate resources to struggle against inequalities of resources assigned to the various sectors that provide services to children and adolescents, in particular protection and participation.

According to the Study of the Public Expenditure on Children (GPNNA in Spanish)²³, between 2013 and 2019 the GPNNA increased in 48%, representing S/. 34,883 millions in 2019. Nevertheless, the allocation by rights maintain disparities. The 98.9% (almost total allocation) was addressed in two rights: i) To full development (63.38%), ii) To survival (35.51%), iii) To protection (1.07%), iv) To participation (0.04%). In other words, it was invested less than 1% in protection and participation.

Children has pointed out that Peruvian Government should investment more in the fight against violence to children, “because we are more affected” and they requested to create a fund program to care children affected by violence; it should be decentralized from the ministries. Likewise, children are concerned about the economic situation of their families, because it limits their access to school and health services. In that regard, they asked: “¿How the Peruvian Government will guarantee to fill the gaps that are generating in different problems?”



I would love for Peruvian budgetary should be better organized to realize the rights of children and adolescents”

²³ Ministry of Finance and Economy (MEF), Ministry of Education (MED), Ministry of Women and Vulnerable Population (MIMP), Ministry of Social Inclusion and Development (MIDIS), The Roundtable for Fighting against Poverty MCLCP) and UNICEF Perú. Analysis of public expenditure on children and adolescents 2017 - 2018. Lima, March 2020.





2 GENERAL PRINCIPLES (Articles 2, 3, 6 and 12 of the CRC).

Regarding Recommendation 28 by the CRC to the Peruvian Government about the Principle of Non-discrimination, the prevalence of discrimination against certain groups of children by different reasons is still too high: “More than half of Peruvians have felt discriminated (28% because of their skin color, 20% because of their income level, and 17% by their physical or facial features”²⁴. Despite of the recommendations from the CRC about take several measures to eradicate patriarchal attitudes and gender stereotypes against girls or in relation to structural discrimination against certain group of marginalized and vulnerable children or about the media role in order to not reinforced negative stereotypes and discriminatory behaviors against certain groups of children; girls, boys and adolescents mentioned all these problems and strongly raised their voices about how the right and principle of non-discrimination is permanently violated.

Some Statistics:

✓ Most discriminated population: (i) **Afro-Peruvian** (60%) by their skin color, physical and facial features and because they are associated to delinquency, (ii) **Quechua or Aymara** (59%), (iii) **Amazon Indigenous** (57%); these both populations are discriminated because of their language, native clothing and physical and facial features.

✓ 1 out of 5 Venezuelan migrants from 5 to 17 years old have been discriminated because of its nationality, adolescents are whom suffered most discrimination (27,5%) and women (23,4%)²⁵. Despite of the policies and regulations advances, such as **National Policy on Gender Equality**, discrimination is generalized in different spaces: in the content of the media programs, social networks and in the society.

²⁴ Ministry of Culture (2018). I National Survey “Perceptions and Attitudes on Cultural Diversity and Ethnic-racial Discrimination”

²⁵ UNICEF (2020). The new kids of the neighborhood: Evidence of the situation of Venezuelan girls, boys and adolescents in Peru. Lima: UNICEF.

Findings identified by children	Quotes:of children: testimonies	Questions from children
<p>1. Acknowledge that in Peru the right of Non- discrimination is not respected.</p> <p>2. It is recognized that discrimination is based on the ethnic origin, by language, by skin color, gender; urban/rural geographical area (identifying the inter sectional problem related to gender issue).</p> <p>3. Discrimination by poverty, mocking when someone can't afford something.</p> <p>4. There is also discrimination by the dress way of some people, overall when people from rural areas come to the city.</p> <p>5. The media role: “They always present a unique type of model or person with certain characteristics; they should show people in their diversity, it would help children to identify ourselves”.</p>	<p>“All children have the same rights but the government and authorities do not support to exercise them in equal way”. Taariq</p> <p>“Most of the time we are discriminated by our skin color, also people with different skills are discriminated and Venezuelan migrants, it has been very hard and we have to change it”. Katherine</p> <p>“Education is not provided to children with disabilities, because we do not have an inclusive education...discrimination is against them because, other than teachers, considered them abnormal”. Franz</p> <p>“There is a lack of representation in the media and in reality in all sectors, because we have always been taught a type or model of person who are those who meet their goals or are professionals (...) but if people in their diversity were to be shown in the media (...) it would help all children fell represented and, despite the differences, we have the same rights and we can achieve great things”. Dayana</p> <p>“In rural areas, where information is not available, people do not know their rights and allow themselves to be violated. And when women dresses up in skirts, the cars that go to cities don't pick them up and children don't want to wear their traditional costumes”. Naely</p> <p>“Mothers speak Quechua and workers at health post do not speak that language and they do not want to care for them”. Mafer</p>	<p>¿What effective measures is making the Government to struggle all ways of discrimination against girls, boys and adolescents in the national territory?</p> <p>¿What measures are being taken against discrimination as well as to ensure that children with disabilities access to accessible schools?</p> <p>¿What is thinking to do the Peruvian government to integrate migrant population and inform them about their rights to reduce discrimination and xenophobe?</p> <p>¿What measures does the Government intend to take against discrimination against migrant children and adolescents from Venezuela?</p>

crimination in school when someone speaks different, sometimes they participate, and other classmates laugh. That causes them do not want to participate”

“Discrimination is caused by how people dress, with their traditional skirts (polleras). The Government should revalue our culture”

“To persons with disabilities or different abilities: they do not provide facilities to study and access different services. They ignore and discriminate against them”.

Some suggestions:

✓ Hold meetings in educational institutions and other spaces to reduce discrimination and achieve the exchange of cultures and knowledge.

✓ Right not to be discriminated against in school.

✓ We are all the same person with different dreams.

✓ All departments should be treated equally and not only Lima must be preferred.

“In Schools when you do not have some material or do not have the same capacities as someone else, you are discriminated against”.

Xiomara

“There are television programs that show stereotypes, especially of the Andean people, as they are, supposedly, ignorant, that they do not know things, they dress up in dirty clothes or where you see that the male is the strongest, the one who goes to work... but nowadays there are many women who play the role of mom and dad. We see it as funny, but the problem is when little kids see it, they internalize these TV shows programs, like Paisana Jacinta that stereotype”.

Mafer

“They say that the man puts bread on the table, but it is not so, for being a woman or a man, it is not better... we should say everyone can, not just men or women... should be equal”.

Luz Clarita

“Men see women as submissive and dedicated to home, seen them as housewives. They do not let them go to work or continue their studies”.

“There are classmate that are discriminated against for not having the same sexual orientation or are insulted, it happens in virtual classes”.

“The LGTBI population is stereotyped through jokes that actually have many prejudices”.

Dayana



There are television programs that show you stereotypes, especially about Andean people, that are supposedly ignorant, who do not know things, who dress in dirty clothes or where you see that the male is the strongest, who goes to work... but nowadays there are many women who play the role of mom and dad.”

Mafer

3 RESPECT FOR THE VIEWS OF THE CHILD, PARTICIPATION (Article 12 of the CRC)

With regard to the recommendation 32 to the CRC to the Peruvian Government on the right of the child to be heard and that the right to real and effective participation in all areas, such as the family, the community and schools, be guaranteed, with special attention to children and young persons in situations of vulnerability, some of the normative advances are:

✓ Tutoring guidelines and Educational guidance to the Basic Education of the Ministry of Education (MINEDU)²⁶, including the promotion of the participation of children in both public and private schools.

✓ Network of children and adolescents organized in school municipalities in educational institutions under the General Education Act, which promotes the organization, implementation and functioning of school municipalities at the national level²⁷.

✓ Adolescent Welfare Policy: Multisectoral policy to ensure that adolescents receive comprehensive training that takes into account their needs and enables them to achieve their life projects and contribute to society²⁸.

✓ National network of “Adolescents Voices”²⁹ and the Advisory Council of Girls, Boys and Adolescents (CCONNA in Spanish)³⁰.

²⁶ Vice Ministry Resolution N° 212-2020-MINEDU, November 10th, 2020: <https://cdn.www.gob.pe/uploads/document/file/1439330/RVM%20N%C2%B0%20212-2020-MINEDU.pdf>

²⁷ Art. 53, Inc “C”, and VMR 067-2011-Ed. Link: <https://www.gob.pe/institucion/minedu/normas-legales/1426265-273-2020-minedu>

²⁸ Ministry Resolution N° 38-2019-Ministry of Education. Link: <https://www.gob.pe/institucion/minedu/normas-legales/352447-538-2019-minedu>

²⁹ Network of organized and unorganized children and young persons seeking to influence as protagonists in decision-making spaces <https://www.facebook.com/RedVocesAdolescentes/>

³⁰ MIMP: <https://www.mimp.gob.pe/direcciones/dgna/contenidos/articulos.php?codigo=30>

However, there are still some outstanding issues:

- ✓ The Peruvian Government does not fully guarantee the exercise of the right to opinion and children participation in the different spaces where they live (home, school, community, public institutions); and that their voices are taken into account.
- ✓ There is therefore a need to strengthen the opportunities for participation by children and adolescents (Advisory Councils, School Municipalities, National network of Adolescent Voices, among others, allocating a larger budget for its operation, with staff and collaborators trained in the rights of children and adolescents. This will allow to collect their perceptions, the secondary repercussions in their lives, in their families, in the school and their present and future plans.
- ✓ It is worth noting the importance of strengthening the functioning of the Advisory Councils for Children and Adolescents as spaces for proposals by children and young persons in local and regional management and for monitoring all matters affecting them, such as the implementation of prevention and protection measures for children and adolescents in situations of violence.



Findings identified by children	Children's Quotes testimonies	Questions from children
<p>Several places where children and adolescents exercise their right to speak have been closed, they cannot access virtual spaces, they are unaware of the spaces for participation and many do not have Advisory Councils for Children and Adolescents (CCO-NNA in Spanish) installed in their local, regional and other areas.</p> <p>Participation is adult centered. Children are not consulted in schools, and are more adult decisions.</p> <p>Lack of support and interest to promote spaces of participation and in most of the cases, we are called only as being "screen", there is not accompanying by adults. Lack of support and disinterest to promote spaces of participation and most call us just to be "screen", there is no accompaniment.</p> <p>Before the pandemic the right of participation was already violated. This limit to express what we are feeling or thinking.</p> <p>Before the pandemic I could go out to chat with my classmates and participate in demonstrations against the school, but now, by virtual means you can not publish anything on the school web and if you do, you are threaten with the grades.</p> <p>In virtual classes they mute the microphone or take us out of the classroom, it is difficult to make them listen to us.</p> <p>It is very difficult for children and adolescents to give an opinion,</p>	<p>“E”In our homes, rules are imposed to us”.</p> <hr/> <p>“you do not have an opinion about this because you are a child”.</p> <p style="text-align: right;">Emily</p> <hr/> <p>“Children attend to neighborhood meetings and their opinions are not taking into account”</p> <p style="text-align: right;">Jamile</p> <hr/> <p>“It is very important because all we can express what we think and fell...It's seen that in the family they only prefer that elderly speak and minors are excluded”.</p> <p style="text-align: right;">Elina</p> <hr/> <p>“Sometimes in the family the right of participation is not respected because they prefer that the elderly participate and not children”.</p>	<p>¿What will they do to ensure that the voices of children in rural are heard and take into account?</p> <p>¿What does the Government intend to do at the local/regional/national level to encourage the participation of children in the affairs of our communities?</p> <p>¿Why does the Peruvian Government not create and promote more spaces for the participation of children and adolescents?</p> <p>¿How is the Government working to ensure that participation is not only centralized and that the connection for children is guaranteed in remote places where the internet does not reach?</p> <p>¿Is the Government aware of the children's need living in remote areas? Are they guaranteed the right to express their views and participate?</p> <p>¿How does the Government plan to include children with disabilities to be included in participatory spaces?</p> <p>¿How can we do more women participate in politics?</p> <p>¿How can we get more women involved in politics?</p> <p>¿How would you get everyone involved and respect for the views of others?</p> <p>¿How can we bring women's voices to justice?</p>

and for it to be taken into account. For example, going to a police station to report family or sexual violence so that they can help us and listen to us and take our opinion into account is something that is not commonly given.

In the virtual world, children from rural areas can not participate because of the lack of internet signal and access to the media: many have to go to high places (mountains) to catch the internet signal.

In the school some teachers do not give space for children participation.

The right to participate, sometimes, only is recognized to adult people.

Suggestions from children:

- ✔ Children with disabilities and/or different abilities should be included in the spaces of participation and inter generational dialogues.
- ✔ The opinion of girls and women adolescents should be respected. Their roles are very important.
- ✔ The Government must supervise and guarantee that the Advisory Councils for Children and Adolescents (CCONNA) fulfill their functions and disseminate information about children's spaces for participation.

Positive: thanks to virtual interaction it has been possible to decentralize participation. We can be present from our regions.

¿What is being done to ensure that children give their opinion?

4 CIVIL RIGHTS AND FREEDOMS (Articles 7, 8 y 13 to 17 de la Convención)

Regarding CRC recommendations 33 and 34 to the Peruvian Government to continue to intensify effort to ensure universal birth registration and access to identify documents for all children born in the country, paying special attention to indigenous children, those living in rural and remote areas, and those living in poverty: In the context of the COVID-19 pandemic, there has been a slight setback. In this sense, the National Registry of Identification and Civil Status (RENIEC in Spanish) reported: i) the number of birth registrations has significantly decreased (-27,5 %) compared to 2019, ii) the number of births not registered has been increased especially in rural areas, dispersed populations, or areas with little connectivity; and, iii) the newborns without identification has increased.

Findings identified by children	Quotes of children: testimonies	Questions from children
<p>Some children still do not have access to an identity card and this does not give them the right to have a first name, surname, gender, nationality, family or community, as well as the right to a respected cultural identity.</p> <p>If children are not registered and have no identity card, can not study, have health care access or having a job; we must have that right in order to study, have health care and access to virtual platforms to register us with a service offered by the Government.</p> <p>If we do not have an ID card is like we do not exist in the country. <i>Is Si no tenemos el DNI es como si no existiéramos en el país. It is a fundamental right to have our identity, so we can go anywhere in the world.</i></p> <p>There are still many people who do not have their ID card, especially in rural areas and indigenous populations of our country.</p>	<p>“... at not having an ID card we can not work, study or go to other parts of the world...” <i>Elina</i></p> <p>“...it not only considers the name and surname it must also consider the cultural identity...” <i>Luis</i></p> <p>“The right to cultural identity have to be respected. It covers foreigners because upon arrival in a country they do not, people are obliged to respect their culture and identity”.</p> <p>“... without that right it is as if you do not exist in our country...” <i>Ivanna</i></p>	<p>¿What actions will do the Peruvian Government take to overcome the gap in the identification of children that do not have ID card, especially newborn?</p> <p>¿What is the Government doing to guarantee the identity and nationality of children and adolescents, who are not registered?</p>

5 VIOLENCE AGAINST CHILDREN
(ARTICLES 19, 24 PARAGRAPH 3, 28
PARAGRAPH 2, 34, 37 A) AND 39 OF THE CRC)

Regarding recommendations 40 and 41 of the CRC to the Peruvian Government, on ensuring the effective implementation of Law No 30403, which prohibit the use of physical and humiliating punishment against children, and o promoting positive forms, non-violent and participatory education for children; and on the right of children not to be subjected to any form of violence, inside or outside their homes, to access quality, friendly services where they not be re-victimized, as well as having access to independent and timely fashion justice.

According to available sources³¹, the violence against children has not changed significantly in recent years:

- ✔ 68,9% of children aged 9 to 11 and 78,0% of adolescents aged 12 to 17 were victims of psychological and/or physical violence in their home³².
- ✔ 66,2% of children aged 9 to 11 and 68,5% of adolescents aged 12 to 17 suffered psychological and/or physical in school³³.

- ✔ High rate and tolerance of sexual violence against children.
- ✔ The majority of victims of sexual violence are girls and adolescent women (95%).
- ✔ Most of the sexual aggressors are people who the victim knows such as a relative.
- ✔ During the quarantine -March 16 to July 15, 2020- due to the Covid-19 pandemic, there were 900 rapes committed against women, 640 of the victims (871%) are minors (600 girls and adolescent women and 40 boys).
- ✔ The Women's Emergency Center (CEM)³⁴ registered 9,582 cases of sexual violence against children in 2020.
- ✔ Between January and May 2021, the CEM registered 2,599 cases of sexual violence against children; 93.7% of the cases were girls and adolescent women.
- ✔ Lack of access to prevention, care and restitution services.
- ✔ Lack of justice adapted to children.

³¹ i) National Survey about Social Relations that measures the prevalence of violence and its causal factor and the Multinational Study on the Determinants of Violence against children, ii) Virtual Platform SiseVe against School Violence; y, iii) Result 20, National Plan of Action for Children (PNAIA): To reduce the number of children and adolescents who are victims of school violence.

³² ENARES

³³ Idem.

³⁴ IMP. Statistics Portal of the Aurora National Program, 2021.



Findings identified by children	Quotes:of children: testimonies	Questions from children
<p>We feel insecure, inside and outside our homes. We can not go to the park, we can be kidnapped, neither the parents, nor the police protect us.</p> <p>Children are more exposed to violence on social media. NNA.</p> <p>Men see women as submissive persons.</p> <p>Some suggestions:</p> <ul style="list-style-type: none"> ✔ The Government must invest in protection to combat the violence against children, because we are the most affected. ✔ Make awareness campaigns on social networks about the types of violence that exist. ✔ To prevent street harassment safety parks and streets must be a priority. ✔ Dissemination and promotion of places that can help against violence to inform if what is happening is violence. ✔ Provide women, girls and women adolescents with guidance on what to do in the event of violence. ✔ Programmatic activities in schools should be included about the types of violence and what to do at the moment it happens. 	<p>“Some children have to live with their aggressors”.</p> <p>“Violence has increased because of the time spent together (because of quarantine) parents and children”.</p> <p>“The right to live free from violence; homes, during quarantine, have not been safe spaces, teenage pregnancy and family violence has become worse. Actions, regulations or educational campaigns should be taken”</p> <p style="text-align: right;">Sergio</p> <p>“In Cajamarca, a girl got up in a police patrol and was raped”</p> <p style="text-align: right;">Valerie</p> <p>“Right to live free from any type of violence (physical psychological, sexual and economic) and free from gender-based violence, everyone deserves a life without fear”.</p> <p>“About the participation of children in accessing services, for example, “when going to a police station to report family abuse or sexual violence in order to help us and take our opinion into account”.</p>	<p>¿What do they do to protect us from any kind of violence?</p> <p>¿What effective strategies does the Government propose to reduce violence against children?</p> <p>¿What are the preventive measures that the Government is making against violence to children?</p> <p>¿Why are so many girls raped and brutally murdered?</p> <p>¿What measures are taking to reduce violence cases against children in the context of the pandemic, for example, if we live with our aggressor?</p> <p>¿What shall to do so girls do not have to live with their aggressors?</p> <p>¿What strategies o methods will be implemented to avoid/prevent gender-base violence and against sexual abuse against children?</p> <p>¿What effective measures is thinking/planning to make the Government against sexual violence at home?</p>

6 DISABILITY, BASIC HEALTH AND WELFARE
(Articles 6, 18 paragraph 3, 23, 24, 26, 27; paragraph 1 to 3 and 33 of the CRC)

6.1. The environment

Peru is facing the problems of climate change, the sustainable use of resources, and unlimited

management of solid waste in special single-use plastic and the difficulties to expand recycling programs, including reusing practices.

Findings identified by children	Quotes:of children: testimonies	Questions from children
<p>Right (...) to a healthy environment. Peru is a water-rich country but it is not well distributed, there is no good management and not all population have water at home.</p> <p>Nature is part of the environment and nothing is done to preserve it.</p>	<p>“When the pandemic is over, we will go out and in the environment of children there is nature and I do not see anything being done to preserve it”</p> <p>Sergio</p>	<p>¿What actions could be done to combat the climate change?</p> <p>¿How do you think they’re going to improve the environment?</p>

6.2. Children with disabilities or different skills

Regarding CRC recommendations 51 and 52 to the Peruvian Government Children with disabilities

By 2020, 85% of children with disabilities do not have a certificate attesting to their disability, which is a requirement for registering with the National Register of Persons with Disabilities (RNP-CD) to be eligible for the benefits of the law.

- ✓ In 2019, 83.2% of people with disabilities had health insurance coverage.
- ✓ 49 % of children with disabilities are included in the “Contigo” social programme, through which a subsidy is provided to the severely disable population living in poverty.
- ✓ Although more and more children with disabilities have access to a social protection mechanism, the major gaps in access to education, health, protection and social programs have yet to be closed.

Findings identified by children	Quotes:of children: testimonies	Questions from children
<p>Children with disabilities are affected by the right to decent life, survival and development, and by non-discrimination.</p> <p>In Peru (...) there are many children born with (...) syndromes, and they are already sentenced from birth, they are not given opportunities or solutions to them</p>	<p>“...there must be equality for people with disabilities and other children...”</p> <p>Johan</p> <hr/> <p>“Psychologists should help parents manage children with disabilities. In “Learn at home” there must be a small time to address these issues of how to deal with children with disabilities”.</p> <p>Maria Fernanda</p>	<p>¿What measures are being taken against discrimination?</p> <p>¿Is there an educational continuity strategy to people with disabilities?</p> <p>¿What are the new tools adapted to children with disabilities to access education?</p>



or their parents. It is a problem that has many years and that the Government has not been able to solve.

Psychologists are needed to talk to parents so that they know how to treat children with disabilities in the context of the pandemic.

Children are not provided with all their needs covered to study and have access to different services; they are ignored and discriminated against.

In classroom children with different abilities/disability are not well attended, there is lack of training teachers.

We do not have teachers who work with sign language, teachers are required to receive training in the subject for students with this disability.

Schools with children with severe disabilities must be prepared to provide education.

People with disabilities sometimes do not take the streets out of shame and fear. All of that lowers their self-esteem.

Children with disabilities do not have many opportunities. There are no facilities for them to have the same opportunities. This should be promoted it (..) by the Government.

The inclusion of children with different skills in the spaces of participation and inter-generational. There is not much visibility for this population.

“...I had a classmate with a disability and unfortunately they did not take interest in him, he is excluded, he learns almost nothing and it is because he is not taught anything”.

Cinthia

“I have a classmate with a disability who is completely excluded from classes because the teacher does not know how to teach him”.

Alicia

“There are bad people who discriminate against these children with disabilities and these children do not take to the streets out of shame...”.

Elina

“...the Government must promote the abilities that this disabled child has”.

Luis

“Inclusion of children with disabilities and their inclusion in regular basic education... equal rights for all”.

Francis

¿How to ensure accessible schools for children with disabilities?

¿How will institutions promote the participation of all adolescents, including those with disabilities, in the education sector? Even more so, considering the context of pandemic.

¿Does the Government promise to include children with disabilities in participation spaces?

¿How would they bring health services to children with disabilities?

¿How is being working about the mental health of children with disabilities?

¿How restaurants and different public places are implementing the needs for people with disabilities to aim their inclusion?

7 SOCIAL SECURITY (Article 26 of the CRC)

Access to health insurance³⁵ of children and adolescents between 2015 and 2020, improved among children and adolescents in situation of poverty (from 83.9% to 86.3%) and non-poor (from 78.1% to 83.9%) and remained in those in situation of extreme poverty (from 88.1% a 88.4%). By 2020, there is a greater access to health insurance for those living in rural areas (93.3%) than for those living in urban areas (82.7%)³⁶. It has been improved the total number of persons with disabilities covered by health insurance, from 61.2% in 2012 to 83.2% in 2019³⁷.

However, only 18% of Venezuelan children living in Peru have health insurance, since the migrant or refugee population that does not have a national identity card can only access free coverage under the Essential Insurance Health Plan (PEAS) until 5 years old³⁸ (Since the universalization of the Comprehensive Health Insurance System (SIS), in 2019, it was approved that all people who reside in the national territory is beneficiary of the SIS).

As of 2019, the Social Program Contigo (With you) -cash transfer to people with severe disabilities living in poverty conditions-, care almost the half (49%) of children with disabilities in poverty situation, leaving off to attend more than 20,000 children in the same condition³⁹.

Findings identified by children	Quotes:of children: testimonies	Questions from children
The right of access to quality, public health Insurance (social insurance - social protection)	<p>“It is necessary to include... street children, because there are no social protection systems (for them)...”.</p> <p>“We have seen with the pandemic ... that many people did not have insurance, many people have not been able to attend...”.</p> <p>Mafer</p> <p>“food has improved a bit because, at my sisters school, every two to three times a year, they ask you to go pick up a basket (milk, tuna, rice, sugar, beans..) only for those of primary school who receive breakfast (in districts of Puente Piedra and Villa El Salvador in Lima/ Social Program Kali Warma)”.</p>	¿What are they doing to ensure that the entire population is treated with dignity and receive quality of health?

³⁵ Covers all types of insurance (private, public, Police and Army Force, Comprehensive Health Insurance System, Integral Health Insurance, ESSALUD, among others).

³⁶ INEI, National Household Survey, 2015 and 2020.

³⁷ INEI, Perú: Characterization of living conditions of the people with disabilities, 2019.

³⁸ INEI, National Household addressed to Venezuelan population reside in the country (ENPOVE) 2018, Lima.

³⁹ Videnza Consultants based on information from the Ministry of Development and Social Inclusion (MIDIS) and the National Household Survey (ENAHO).

8 STANDARD OF LEAVING (Article 27 of the CRC)

Before Covid-19, children (27.9%) in Peru had a higher incidence of poverty than the adult population (16.5%): 11.4 percentage points; and inequality in the situation of poverty of children by area of residence and mother tongue continued to be maintained in 2019⁴⁰:

- ✓ In rural areas, more than twice of residents (49.75) were living in monetary poverty compared to those living urban areas (21.4%).
- ✓ The monetary poverty was more than twice as high among those who had as their mother tongue a native language of the Amazon (56.8%), Quechua (56.1%) and Aymara (55%) compared with those who had Spanish (25.4%) as their mother tongue.

Due to the health emergency context generated by the COVID-19, poverty situation of children by age group has worsened between 2015 and 2020⁴¹:

- ✓ Children, aged 6 to 11, it was increased from 32.1% to 41.4%.
- ✓ In adolescence, aged 12 to 17, it was increased from 28.4% to 37.9%.

There have been improvements in the access of households to water, sanitation system, electricity, the internet and cell phone services, especially those living in a situation of poverty, but gaps remain between 2015 and 2020⁴²:

- ✓ Access to clean water has improved in poor households from 11.4 percentage points (from 65.7% to 77.1%) and, in 2.5 percentage points in non-poor households (from 82.5% to 85%)
- ✓ Access to sanitation system in households living in poverty conditions was increased in 16 percentage points (from 35.4% to 51.4%) and, in 1.7 percentage points in non-poor households (de 70.9% a 72.6%)
- ✓ Access to electricity in households living in poverty conditions was increased in 9.3 percentage points (from 84% to 93.3%) and, in 1.1 percentage points in non-poor households (from 96% to 97.1%)
- ✓ Access to internet in the households leaving in poverty conditions was increased in 15.7 percentage points (from 2.3% to 18%) and, in 17.3 percentage points in non-poor households (from 27.7% to 45%).

⁴⁰ Estimates based on INEI, ENAHO, 2019.

⁴¹ INEI, National Households Survey, 2015 and 2020.

⁴² INEI, Technical Report: Monetary Evolution of Poverty, EN-VOPE 2009-2020, Mayo 2021.

Findings identified by children	Quotes of children: testimonies	Questions from children
<p>Many children drop out of school due to the financial situation of their families.</p> <p>Many families do not have basic services such as electricity, water, internet connectivity, or equipment (television, computers, tablets, cell phones and radio) for distance education, especially in villages and communities.</p>	<p>“In rural areas because of extreme poverty, many children have dropped out of school, putting them at greater risk”.</p> <p style="text-align: right;">Grupo 1</p> <hr/> <p>“... Many people do not have economic resources and can not afford an academy, so teenagers can not enter to university”.</p> <p style="text-align: right;">Nicole</p> <hr/> <p>“...My mom has a phrase that says “whoever has no money at this situation is going to die”, because if you go to a public hospital there is no room, you have to go to a private hospital, but there is no money, ¿so what do you do? You get desperate”.</p> <p style="text-align: right;">Mafer</p> <hr/> <p>“...During the pandemic many parents have lost their jobs or do not have economic incomes, and children have to work to help...”.</p> <hr/> <p>“Many girls and adolescents women have drop out of school to do house chores...”.</p> <hr/> <p>“The right of housing ... has worsened during the pandemic... children do not have adequate space, because not everyone has the resources”.</p> <hr/> <p>“...I have family in rural areas and they do not have internet connectivity, so they do not know about the same Government provisions because they do not have internet”.</p> <hr/> <p>“In rural areas there is not much support because there are many people who do not have the resources to enter the learning at home (distance education for which requires internet connection, radio or television)”.</p>	<p>¿why is there so much poverty in the country?</p> <p>¿Why does not the President help the most needy people?</p> <p>¿What measures is the Government making to enable children and adolescents living in poverty to overcome this situation?</p>



9. BASIC HEALTH AND WEALTHFARE

(Articles 23, 24, 26 and 27 of CRC)

9.1. Health and basic sanitation

Regarding recommendations 53 and 54 from the CRC to the Peruvian Government in relation to the health and sanitation services, even though the CRC recognized the significant progress made by the Government, the pandemic by Covid-19 has highlighted the weakness and fragmentation of the health system in Peru, which has had a negative impact on access to health for newborns and children at the national level. For example, the primary level of health care reduced its attention to a minimum. Even if in some cases they did not provide health care for several weeks or months; the same happened in the cases of controls for pregnant women.

In the case of the national early childhood scheme, coverage was low. For example, in the case of newborns who must receive their BCG (severe forms of tuberculosis) vaccines and their first dose of hepatitis B vaccine, thousands of them did not get it. On the other hand, children with anemia and chronic malnutrition have also been affected because field work and follow-up have been stopped.

Children with chronic, congenital, rare or orphan diseases and cancer, especially those living in regions or provinces who have to come to Lima to receive specialized care and treatment, have also been affected by their right to health, because they have not had access to medical consultations, medicines, oncological treatments, diagnostic tests and surgeries, among others, because of the impact of the pandemic.

Findings identified by children	Quotes:of children: testimonies	Questions from children
<p>All children should enjoy this fundamental right, physical and mental health, overall those in low economic resources.</p> <p>Authorities focused on Covid-19, but other chronic diseases, and diseases such as cancer, rare diseases, were not addressed.</p> <p>Many children have not received their vaccines and are at risk of becoming ill.</p> <p>Many children do not have public health insurance. Health is a fundamental human right. Without health we can not live.</p> <p>Health services are centralized in the capital. There should be more hospitals that threat different diseases; cancer treatment hospitals are only in Lima.</p> <p>In some rural areas there are no health post and doctors are available but, without good training.</p> <p>For rheumatology care people have to travel to Huancayo, because in the provinces we do not find rheumatologist.</p> <p>They do not care about children's mental health. For example: Class pressure, depression and anxiety.</p> <p>Risks about sexual illnesses, by not using the necessary methods.</p>	<p>“Right to access a quality public health insurance.” Derecho a acceder a un seguro de salud público y de calidad”.</p> <p>“Nowadays due of the pandemic the health system only care people with Covid-19 and not children with other serious illness”.</p> <p>“The Government is only focusing on Covid-19. There is any concern about children`s vaccination”.</p> <p>“And if you wanted to be cared for in a health centre, they did not take care of you because public health (due to Covid-19) was the most important thing. Then, the right of health is not fulfill one hundred percentage”.</p> <p>“Because COVID-19, the one who has no money at this context will die, you have to go to a private hospital and spend a lot of money...”.</p> <p>Mafer</p> <p>“In the rural areas they have many diseases and do not have the right to health, it should be for everyone”.</p> <p>Johan</p> <p>“It is the most important right for the sustainable development of the people.. this pandemic revealed that health in Peru is not at level to face a pandemic like this and many others will comes.. is inefficient.. here in the district where I live there are two health posts that and not even sew a wound, the capital centralizes everything “.</p> <p>Luis</p> <p>“... in our country it is not respected because authorities not provide with medical equipment to the health centres”.</p> <p>Delia</p>	<p>¿What is the Government doing to guarantee the health of the people?</p> <p>¿What is the Government doing to improve the health system to guarantee the health of children?</p> <p>¿What measures are being taken to ensure care children in health centres?</p> <p>¿What can we do as Republican nation to have health centres with trained and implemented staff to address health issues?</p> <p>¿How will the health posts be improved in rural areas?</p> <p>¿What is your Government's proposal to reduce the rate of chronic malnutrition?</p> <p>¿When does the Government plan to include children and adolescents in the Covid-19 vaccine?</p> <p>¿How does the Government intend to disseminate information on comprehensive (physical and mental) health issues to children and adolescents?</p> <p>¿How could the Government reduce the impact on visual problems (eyes) by the attention and time spend on computers, tablets, cell phones to study properly?</p> <p>¿How Government is being prepared to future pandemics?</p> <p>¿What is the Government doing for children suffering from depression due to confinement?</p>

<p>Some suggestions:</p> <ul style="list-style-type: none"> At the end of the school bimester, classes be given about how to face stress, anxiety and tips to organize ourselves. Psychological support in schools. The entire population should receive dignified treatment and quality health. Que toda la población reciba un trato digno y salud de calidad. 	<p>“Food and physical activity have been neglected. For example: junk food consumption has increased”.</p> <p>“It affects our mental health because we see how everything is looking for ICU beds, I do not know professionals or services”.</p>	<p>¿What measures is the Government making for the mental health of children in this context?</p> <p>¿How is the Government planning to end the Coronavirus pandemic?</p> <p>¿What are the Government proposals to guarantee health quality care to all children, regardless of their financial resources?</p>
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9.2. Health of Adolescents

Regarding recommendations 55 and 56 of the Committee to the Peruvian Government in relation to the health of adolescents, the concerns were about the high rate of adolescent pregnancies, abortion being illegal in cases of rape or incest, and the restrictive interpretation of the therapeutic abortion, lack of access for adolescents to sexual and reproductive health services, high rates of suicide and depression among adolescents, and high rates of alcoholism and drug addiction among children and adolescents.

Regulatory advances even during the pandemic: (i) Mental Health Act and Regulation⁴³, prioritizing the care for early childhood, adolescence, women and the elderly, (ii) The Technical Standard for Comprehensive Health Care of Adolescents 2019 (includes comprehensive assessment of adolescents and counseling on sexual and reproductive health, mental health and nutrition)⁴⁴, (iii) Technical Guide for the care of Mental Health of the Affected Population, Families and Community, within the context of COVID-19⁴⁵; (iv) Peru 2020-2021 Mental Health Plan: Peru within the context

of COVID-19⁴⁶; and (v) Guideline that establishes the basic package for comprehensive adolescent health care within the context of COVID-19⁴⁷ (includes counseling on sexual and reproductive health, mental health, nutrition and care against COVID, with remote care, in health care service or home visits).

Confinement measures to face the pandemic also had an impact on adolescent health care; they were not able to go neither to the differentiated services, nor to the general pediatric services where they are normally received both for physical and mental health care.

⁴³ Act no. 39947 on Mental Health was enacted in May 23 of 2019, and the Regulation for the Mental Health Act was passed by Supreme Decree no. 007-2020-SA on March 5 of 2020.

⁴⁴ Passed by Ministry's Resolution no. 1001-2019-MINSA dated October 25 of 2019.

⁴⁵ Passed by Ministry's Resolution no. 186-2020/MINSA dated April 9 of 2020.

⁴⁶ Passed by Ministry's Resolution no. 363-2020/MINSA dated June 6 of 2020.

⁴⁷ Passed by Ministry's Resolution no. 1046-2020/MINSA dated December 16 of 2020.

Findings identified by children	Quotes of children: testimonies	Questions from children
<p>Not much is said about sex education and that is why teenage pregnancies occur.</p> <p>Teen pregnancy prevention.</p> <p>Risks on sexual diseases for not using the necessary methods are identified.</p> <p>Mental health problems have increased. For example, a lot of importance to everything that is physical, if I do not see it, it does not exist. Mental health is something that is going down because of the pressure of school classes on the students.</p> <p>Some of the suggestions were the following:</p> <ul style="list-style-type: none"> More differentiated attention is needed for adolescents, they are different from children and adults. Greater dissemination of differentiated attention to adolescents. More information (education) for the prevention of adolescent pregnancy. Talks and workshops to prevent teenage pregnancies, as well as sexual diseases. Not only in schools, but also in the health care centers of each community. 	<p>“Talking about sexual and reproductive rights - alarming figures for adolescent pregnancy - is not a priority issue, it is taboo, and it generates myths, as well as talking about mental health and emergency kits”.</p> <p style="text-align: right;">Valerie</p> <p>“Emergency kits have not been distributed to teens who have been raped”.</p> <p>“We are concerned about the impact of the pandemic on mental health, I want to tell you that since the network of children and adolescents for the right to health, we have launched a national survey on mental health addressed to adolescents from 13 to 18 years of age in all regions of our country, to know what their feelings are within this context...”.</p> <p style="text-align: right;">Katia</p> <p>“It is difficult to find psychologists in public health care centers, they are scarce ... for example in ESSALUD [Peruvian Social Security System] it is difficult to make an appointment, not only for psychology, but for other diseases (...) they give you waiting periods of 3 months, 6 months and that affects us, health is not being prioritized”.</p> <p style="text-align: right;">Franz</p> <p>“In this pandemic (health workers) did not work, they came when they wanted and when they did not want, they did not. Besides that, they worked being annoyed”.</p> <p style="text-align: right;">Naely</p> <p>“Our mental health has been affected by the confinement, and unfortunately there are not the necessary means to broadcast mental health campaigns, especially in rural areas”.</p>	<p>How much did the adolescent pregnancy rate increase during 2020 and 2021?</p> <p>One of the biggest problems in our country is teenage pregnancy. What measures is the Peruvian Government taking to guarantee a good comprehensive sexual education, prevention of adolescent pregnancy and the access to contraceptive methods?</p> <p>How does the Government deal with teenage pregnancies (planning, reception, etc.)?</p> <p>How are the sexual and reproductive rights of adolescents being guaranteed in the pandemic?</p> <p>What is the Government going to do to guarantee the right to vaccination, care for teenage pregnancy and care for girls, boys and adolescents who are affected by various diseases and do not receive attention?</p> <p>What can the Government do to inform and provide more talks to children and adolescents about sex education to avoid teenage pregnancies?</p> <p>What is the number of girls who received Emergency Kits (in case of rape), and how many Emergency Kits are there?</p> <p>What measures are offered to children and adolescents to protect their health within the current health crisis?</p>



10 EDUCATION (Articles 28 to 31 of the CRC)

Regarding recommendations 61 and 62 of the Committee to the Peruvian Government in relation to education, there is a recognition on the important efforts to increase budget allocations to the education sector and access to it; however, these is a concern on disparities in budget allocations between schools and between regions, low school enrollment and completion rates, increasing privatization of education, low quality of education, insufficient teacher training and difficult working conditions in rural and remote areas, as well as high dropout rates.

Advances have been made in policies and regulations: i) National Educational Project towards 2036; ii) Policy on Educational Attention for the Rural Population; and iii) Guidelines on Comprehensive Sexual Education for basic education in public and private schools⁴⁸, and on the adaptation of education within the context of the health emergency generated by COVID-19, among others. However:

- ✓ The Ministry of Education, through its Local Management Units, does not appropriately monitor teachers, especially in remote urban and rural areas.
- ✓ The training of teachers is deficient and does not respond to the current context of children and adolescents.

✓ Quality education is not provided in urban and rural areas, and in these times of pandemic it was limited to leaving some homework, thus restricting the learning process.

✓ 70% of teachers nationwide do not have training on Information and Communication Technologies (ICTs).

✓ 52.7% of the population aged 6 to 16, who did not enroll or while enrolled did not receive virtual classes, it was due to financial or family problems.

✓ Comprehensive sexuality education classes have not been taught online.

✓ A percentage of Educational Institutions do not have infrastructure or services (water, sewage, electricity, and internet) or equipment (computers, radio) that allow children and adolescents to access education or virtual classes.

✓ Homes do not have access to connectivity, and there is no equipment such as computers, laptop, tablet, cell phones to do virtual or face-to-face classes.

⁴⁸ ently passed by the Ministry of Education. Vice-minister's resolution no. 169-2021-MINEDU. June 03 of 2021.

Findings identified by children	Quotes of children: testimonies	Questions from children
<p>More training of teachers.</p> <p>Lack of interest from some teachers.</p> <p>Lack of support from the Ministry of Education [MINEDU] to start classes.</p> <p>MINEDU did not monitor teachers, especially in remote areas.</p> <p>The school worksheets have a very "adult" language, we must find a way to make it more friendly.</p> <p>School dropouts.</p> <p>Many children and adolescents do not have the support of their parents to help them with homeschooling.</p> <p>When parents complain about a teacher, the teacher takes revenge through the grades.</p> <p>Lack of training for teachers in the management of technological equipment.</p> <p>The teachers give the class (I Learn at Home Platform) and check the attendance. There is no opportunity for students to ask questions. The I Learn at Home Program is just copying.</p> <p>The educational research system must be promoted, our knowledge does not serve us for the new technologies that are being applied.</p> <p>The Peruvian education systems do not give importance to discoveries, and they do not expand our minds and that limits our dreams.</p> <p>We need public schools specialized in the education of children and adolescents with disabilities.</p>	<p>“My grandmother was teaching virtual classes, but the boys left the virtual school due to lack of access and began to work “.</p> <p style="text-align: right;">MF 16</p> <p>“We have the right to have a quality education and to improve our educational quality”.</p> <p>“Children and adolescents are entitled to full respect of our rights from the teachers”</p> <p>“Quality education was not provided in the city and rural areas. It was limited to leaving a certain amount of homework ... no learning occurred.”</p> <p>“We have the right to connectivity, because of virtuality, we take the classes through WhatsApp. There are many children and adolescents who do not have a cell phone or have internet”.</p> <p>“There are no psychological services in schools, neither when there were face-to-face classes nor now with virtuality, there is a lot of stress and anxiety”</p> <p>“More inclusive educational centers suitable for people with different abilities must be created”.</p> <p>“Quality education is one of the most important rights that children should have in Peru and in all the countries of the world”</p> <p>“The right to Internet service must be free”.</p> <p>“We need an inclusive education, teachers who handle situations with students with different abilities”.</p> <p style="text-align: right;">Frank</p>	<p>With regards to the I Learn at Home [Aprendo en Casa] Program, how is the Peruvian Government guaranteeing educational quality against the lack of connectivity, and preventing digital violence?</p> <p>How is inclusive education progressing in the rural education sector or in remote areas? Is the I Learn at Home Program responding to the needs of children and adolescents?</p> <p>What strategies does the Government have to guarantee the quality of education, safety, and sanitation of Educational Institutions to return to the face-to-face classes and in how long?</p> <p>What does the Government intend to do with the large number of students who leave school due to the lack of technological equipment?</p> <p>How have you been working to ensure education for children and adolescents with special abilities taking into account their needs?</p> <p>Why do they not place as much importance on children and adolescents?</p>

Apps should be created as a source of help to study and better understand the subjects.

Teachers focus more on children's learning and not on the amount of homework left.

We need academies for students (3rd, 4th, 5th high school grades)
Reinforcement in school.

At school they are teaching us superficial subjects, and it has gotten worse in times of pandemic.

Sometimes, because we do not have a good economy, we cannot be in a private school with better teaching.

Questionnaires should be applied to measure the satisfaction of students as well as teachers in virtual classes in order to improve educational quality.

Teachers must care more about quality than quantity.

Teachers must not only focus on the tasks as a means of measuring how much we have learned, but they should ask more active and dynamic questions, and do not make us feel anguish and anxiety.

There are many children and adolescents who are not studying because they do not have cell phones or money to buy them, and they go to the farm to work with their parents.

With the pandemic, the issue of connectivity has not allowed many children and adolescents to study.

We must have basic services such as electricity, internet, computers, radio that allow access to education.

“...about gender equality, our parents grew up with stereotypes and we also grow up with that, so in school they should talk about that, about equal education, girls also should.... But our parents do not go to the talks, and they must be guided”.

Cinthia

“...Stereotypes of women who cook are also displayed on TV, and programs on gender equality that teach children, adolescents and parents should be created”.

Cinthia

“Children and adolescents with different abilities are not well attended in face-to-face classes due to lack of teacher training. Autistic children, for example”.

Alex

“Due to the pandemic, children and adolescents have not been able to access education, what kind of citizens are we going to be?”.

Mafer

“We will not find deaf-mute students at school because teachers are not taught sign language”.

Franz

“...My disabled peer is not taught anything, he is excluded. Children and adolescents with disabilities also have the right to education if we say that we live in a democratic society”.

Cinthia

“... All children and adolescents have the right to study in a school and have quality education...”.

Delia

How does the Peruvian Government intend to improve the quality of education in rural areas, where children and adolescents do not have access to internet connection and to qualified teachers?

One of the biggest problems in the country is teenage pregnancy. What measures is the Government taking to guarantee good comprehensive sexual education in schools?

How would the Government protect children and adolescents to exercise our digital citizenship?

What is the Peruvian Government thinking on remote education and what is happening with students who do not have the necessary services (internet) to access education?

With regards to the I Learn at Home Program, how is the Peruvian Government guaranteeing educational quality against the lack of connectivity, and preventing digital violence?

How do they intend to include the gender approach and sexual and reproductive health in the curriculum?? And how do they plan to



There is a lot of inequality for the access to connection. Many children and adolescents do not have access to the internet. The Internet service should be free and the granting of tablets to children should be expanded.

Most children and adolescents do not have access to education due to the lack of connection, people from rural areas cannot access in these times of pandemic.

Many children have had difficulties with cable, internet, or electricity, they do not receive the necessary education and may fall behind.

In virtual times, education has not reached rural areas. There was a campaign carried out by the kids who said they did not have a laptop or cell phones. For example, not everyone has a TV to study with the I Learn at home Program.

Not everyone has the technological resources to start their virtual classes.

Many children and adolescents leave education behind, either for reasons of internet connection and start working out of necessity or because of labor exploitation.

Internet poles should be installed in towns and villages so that children and adolescents can enter their classes. Some teachers only involve some students and not all students.

Quality education does not exist in public schools. Comprehensive sex education classes have not been taught online.

They do not say much about sex education and that is why teenage pregnancies occur.

“... there are times that our parents do not have the finances to provide us with a good school”.

Elina

“... Unfortunately, we do not have quality education in Peru... they teach us very superficial subjects in public schools ... in times of pandemic it is worse, at least before we had many more subjects... there are many children who are not studying, the financial situation does not allow them to buy telephones... quality education does not exist in public schools”.

Irene

give a quality education to children and adolescents from other departments, from rural areas that do not have adequate infrastructure or teacher training?

How could they promote a safe and healthy environment in schools and communities? (Especially in the most remote places?)

How could the quality of education be improved, considering that many do not have the possibility of buying a cell phone and access to technology?

What is being done to improve education in schools in the most remote rural areas?

What is being done to prepare young people so that they can be admitted in a university after school?

What is being done so that public and private education have the same quality?

Comprehensive sex education and teacher training on the subject should be incorporated into the school curriculum.

The economic situation of families causes many children and adolescents to drop out of school.

There is no simplification of paperwork and procedures for the transfer from private to public schools, and many children and adolescents may lose the school year. The lack of vacancies has also affected children and adolescents.

Some advances

- ✔ In the case of Ucayali, different educational institutions implemented psychologists to provide care.
- ✔ Mental health campaigns are carried out in (Pasco).
- ✔ Recognition of discrimination has improved, we run gender equality workshops (Junín).
- ✔ The nutrition of children and adolescents has improved a little. Every 2 or 3 times a year, primary school children are asked to go to school to pick up their food basket (Lima - Puente Piedra/ Villa el Salvador).



11 SPECIAL PROTECTION MEASURES
 (Articles 22, 30, 32, 33, 35, 36, 37 b) a d) and 38 to 40 of the CRC)
 Children and adolescent asylum seekers, refugees, and migrants

Regarding recommendations 63 and 64 of the Committee to the Peruvian Government in relation to special protection measures, the Committee requested to consider the possibility of approving a social strategy that guarantees access to basic services for asylum seekers, refugees, and migrants, including children and adolescents.

In that sense, we have found that:

- ✓ One out of three Venezuelan households in Peru has a population under 18 years of age. Children and adolescents represent 18.7% of all Venezuelan migrants. From the total of children and adolescents, 42.7% are between 0 and 5 years old, 33% between 6 and 11 years old, and 23.7% between 12 and 17 years old.
- ✓ 82% of Venezuelan children and adolescents do not have any type of health insurance. Since the universalization of the public Integral Health Insurance (Seguro Integral de Salud, SIS) in 2019, membership was made available for every person residing in the national territory. However, the migrant or refugee

population that does not have a Peruvian ID [DNI] can only access the free coverage of the Essential Health Insurance Plan [PEAS] up to 5 years of age.

- ✓ In addition to entering the country with interrupted educational trajectories, Venezuelan children and adolescents register extremely low school attendance. Only one out of four girls and boys from 3 to 5 years old attends kindergarten, 46% from 6 to 11 years old attends primary school, and 40.2% from 12 to 16 years old attends secondary school⁴⁹.
- ✓ There is no regulatory impediment for migrant children and adolescents to access education and health. However, there are still differences regarding access to social programs, for example, they cannot access the different support grants within the context of a pandemic⁵⁰.
- ✓ Measures were established to regularize the migratory situation of the foreign population and integrate it into actions in response to COVID-19 (Supreme Decree D.S. no. 010-2020-IN).

⁴⁹ Prepared by UNICEF, through the analysis of ENPOVE 2018 and ENAHO 2018

⁵⁰ Gudino, D. (2021). Cumplimiento de la Convención sobre los Derechos del Niño – Niñez y Adolescencia en Situación de Movilidad [interview] (January 21, 2021)

Findings identified by children	Quotes of children: testimonies	Questions from children
<p>Access to information for migrants, for example information booths with material for migrants: Posters, murals, phone references.</p> <p>Information to regularize documents and to access services such as education and health.</p> <p>Holding meetings in educational institutions and other spaces to reduce discrimination and achieve the exchange of cultures and knowledge</p> <p>Information on Human Rights of Migrants.</p> <p>Providing facilities to carry out procedures due to its high costs.</p>	<p>“The fight for the respect of the rights of migrant children and adolescents is our fight”.</p> <p>“Non-discrimination against migrant children and adolescents”.</p>	<p>What would they do to integrate the migrant population and to inform them about the rights they have?</p> <p>How would this influence the reduction of discrimination and xenophobia?</p> <p>How are they going to intervene so that migrant children and adolescents can become aware of their rights?</p> <p>What measures does the Government intend to take against the discrimination that occurs towards migrant children and adolescents from Venezuela?</p>

ECONOMIC EXPLOITATION, INCLUDING CHILD LABOR AND WORST FORMS OF LABOR EXPLOITATION

(Articles 22, 32, 34, 35, 36, 38 and 39 of CRC)

Regarding recommendations 65 and 66 of the Committee to the Peruvian State in relation to economic exploitation, including child labor and the worst forms of labor exploitation, the Committee is concerned that the minimum age for entering work continues to be set at 14 years; that the prevalence of child labor remains high, particularly in rural areas; domestic work of children and adolescents and the system of authorization and registration of adolescent workers.

The latest national survey specialized in child labor (2015), revealed that 1,974,400 of children and adolescents carried out economic activity, 77.3% of them carried out dangerous work and 5.6% carried out forced labor. Children and adolescents work mainly to supplement the family income and work an average of 14 hours a day. Child labor seriously affects school attendance and performance.

It is important to note that children and adolescents are forced to work given the situation of poverty and extreme poverty of their families, which in our country has been exacerbated by the COVID-19 pandemic.

Findings identified by children	Quotes of children: testimonies	Questions from children
<p>Children who work have not been taken into account. There are cases of exploitation due to child labor.</p> <p>Instead of helping the working children and adolescents [NNATs] who sell on the street, the police chase them like criminals, they go out to work to support their parents. They are confused with children and adolescents who have committed an offense.</p> <p>Right to protection against labor exploitation, associated with the worst forms of child labor.</p>	<p>“My grandmother was teaching virtual classes, but the boys left the virtual school due to lack of access and began to work”.</p> <hr/> <p>“Work programs as Little Gardeners of My City [Jardinerito de mi ciudad] so that the children and adolescents leave the streets”.</p>	<p>How would the Government help children and adolescents that are living on the streets? Not only do they need to be fed and trained, but they also need a place to shelter.</p>



12.1. Children and adolescents in armed conflicts

On May 24 of 2001, 16 people were killed in an attack in Valle de los Ríos, Apurímac, Ene and Mantaro, known as VRAEM, in the center of the country. According to the Ministry of Defense, remnants of the Shining Path group operate in that area allied with drug traffickers, who would have committed the act. Among the deceased, two minors were found.

Faced with this event, the children and adolescents indicated that they have the right to be protected during conflicts. “Right to the protection of victims of war and armed conflicts (victims in VRAEM, of conflicts, victims of violence, there cannot be impunity)”. And, that the Government did not protect the children and adolescents who died in VRAEM. It is a dangerous, unsafe area.

They also warned that the Government has not guaranteed the protection of lives of children and adolescents, it is known that VRAEM is a dangerous area, and it should have protected the children and adults as well. There are cases of harassment.



The Government should have protected the children and adolescents who died in VRAEM”

M.F.

12.2. Trafficking in Persons and Sexual Exploitation

Advances in the regulatory framework:

- ✓ Supreme decree DS no. 001-2016-IN approves the new Regulation of Act 28950 and creates the Permanent Multisectoral Committee against Trafficking in Persons and Smuggling of Migrants, February 2016.
- ✓ Supreme decree DS no. 005-2016-IN approves the Cross-sectoral Protocol for the prevention and prosecution of crime and the protection, care, and reintegration of victims of trafficking in persons, May 2016.
- ✓ Supreme decree DS no. 017-2017-IN approves the “National Plan of Action against Trafficking in Persons 2017-2021”, June 2017.
- ✓ Act no. 30925, to strengthen the implementation of temporary reception spaces for victims of human trafficking, March 2019.
- ✓ The Ministry of the Interior has implemented specialized units to fight trafficking in persons and the Public Ministry has Special Prosecutor Offices against trafficking in persons.
- ✓ According to the National Institute of Statistics and Informatics: At the national level, the Public Ministry registered 1,355 complaints for the crime of trafficking in persons in 2018. (Observatory of Crime)
- ✓ In 2020, according to the complaints received by the Prosecutor’s Office, 81% of victims are women between 12 and 17 years old who, after escaping from their captors, seek to reintegrate into society. Most of the cases were registered in the regions of Lima, Madre de Dios, Puno, and Tacna.



- ✓ According to the RETA [Registry and Statistics on Human Trafficking and Related Crimes] System of the Ministry of the Interior, the number of complaints for sexual exploitation reached 137 between January and May 2019, which represents 72.1%, with respect to the total number of complaints.
- ✓ In 2018, 504 complaints (75.2%) were registered with respect to the total number of complaints of trafficking in persons for the purpose of sexual exploitation (734).
- ✓ In 2018, 89.2% of the total complaints registered for the crime of trafficking in persons are from women, 56.3% of them were between 18 and 29 years of age, and 32.5% they were minors.
- ✓ In the period between January and May of 2019, 188 of the victims of human trafficking are women and 13 men. Of the total female victims, 67.0% were between 18 and 29 years of age and 26.6% were under 18 years of age.
- ✓ Lima, Piura, Loreto, Puno, and Madre de Dios are the departments that register the most complaints⁵¹.
- ✓ The prevention of these crimes and the increase in the budget are not yet considered as a priority by the laws, programs, plans and public policies of the Government, since they do not face the risk factors that put girls and adolescent girls in greater vulnerability, such as situations of poverty, exclusion, violence in the family/community, and sexist culture.
- ✓ It is a fact that there are unequal conditions to face Government processes and the lack of coordination between the Government services to make the care and protection of the victims, their families and witnesses more effective and efficient.

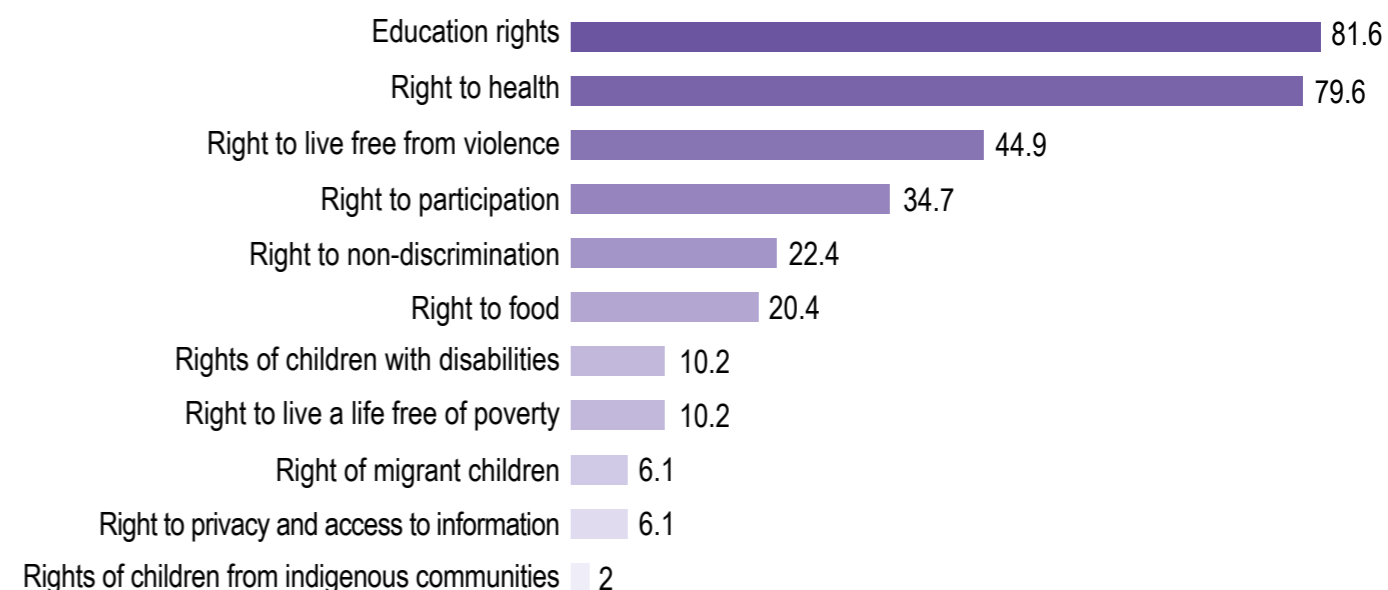
⁵¹ Peru, statistics of Trafficking in persons 2012 -2019. National Institute of Statistics and Informatics INEI.

Findings identified by children	Quotes of children: testimonies	Questions from children
<p>Children and adolescents have been exploited in the pampas of Madre de Dios.</p> <p>There are girls and boys who work in taverns in Madre de Dios attending to drunkards, they are not paid.</p> <p>Adolescents who have been abducted.</p> <p>They work because of the lack of money at home and take risks to be able to study.</p> <p>Nowadays technology is widely used to attract girls and adolescents and make them fall into networks of sexual exploitation.</p> <p>The Government must promote campaigns on social networks about the types of violence that exist and the risks to which we adolescents are exposed to.</p> <p>The Peruvian Government must guarantee that children and adolescents who are victims of trafficking in persons have a lawyer to represent us from the moment of the complaint and throughout the criminal proceeding.</p> <p>The Government must invest more in protection against violence since we children and adolescents are the most affected.</p> <p>The Government must avoid the stigmatization of victims of human trafficking in Government institutions and train those who exercise justice. (Police, judges, prosecutors).</p>	<p>“We have received job news through social networks, but they were false, they were related to human trafficking or exploitation. The girls receive more information or news about supposed “jobs”, more often than the boys.</p> <p>“...The sexual exploitation or trafficking of children is where they force you to do some work that is not allowed, here in Puerto Maldonado it is in the pampas, where there are not many people, children and adolescents have been exploited, they are sent to serve in the tavern... many girls serve drunkards and have been raped ... they risk doing those jobs because of their economic situation...”.</p> <p>Ana</p> <p>“The girls receive more information or news about supposed “jobs”, more often than the boys”. Francis.</p> <p>“Nowadays we children and adolescents are using technology a lot ... and we can contact strangers and they can deceive us saying that they are children or boys our age ... and rape us, or take us to other countries...”.</p> <p>Elina</p> <p>“Trafficking in persons is caused by the lack of employment and opportunities, young people between 16-18 years of age have to look for work to fulfill their needs and that need is taken advantage of by traffickers... and they convince them and take it to where they are exploited...”.</p> <p>Luis</p>	<p>What effective measures is the Government taking to fight all forms of sexual exploitation of children and adolescents throughout the national territory?</p> <p>How could the Government promote a safe and healthy environment in the most remote places affected by poverty so that children and adolescents are not victims of sexual exploitation?</p> <p>How are traffickers who abused girls and adolescents being punished?</p> <p>What is the Government doing to give young people more opportunity not to fall into these traps?</p> <p>How would the Government avoid corruption?</p> <p>Since there are so many girls who are brutally raped and murdered, what is the Government doing to avoid this situation?</p> <p>What strategies or methods will be applied to avoid gender-based violence and against the sexual abuse of children and adolescents?</p>

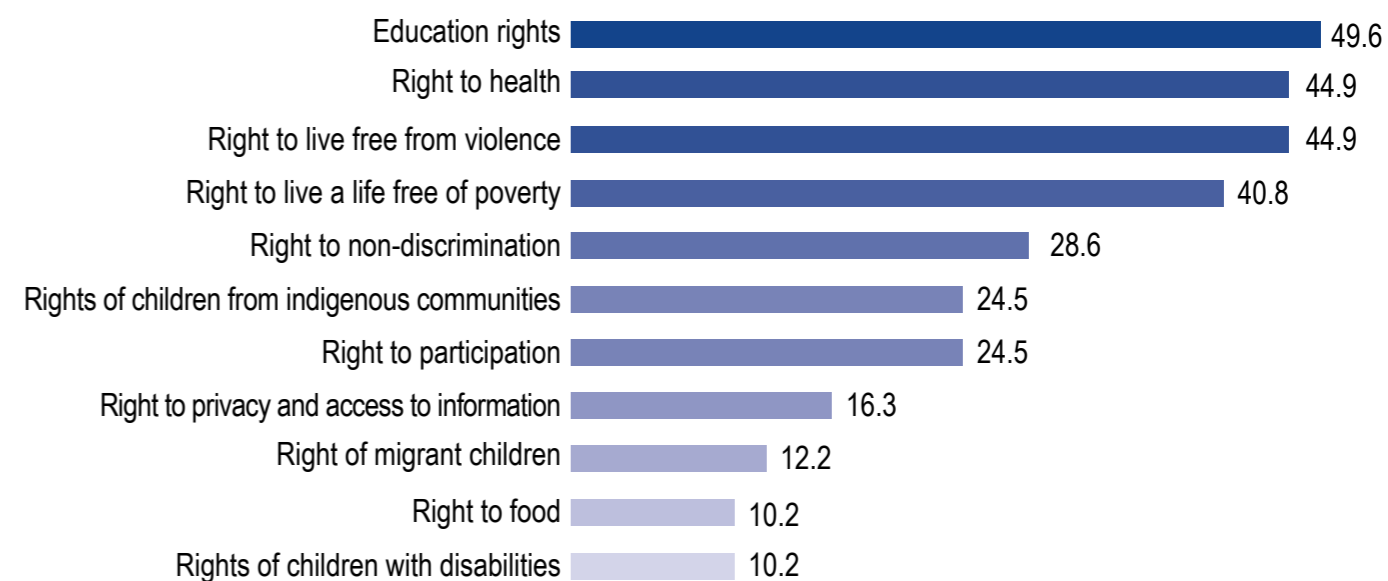
Annexs

ANNEX N° 1. RESULTS OF ON-LINE SURVEY “YOUR VOICE MATTERS” (“TÚ VOZ IMPORTA”) ANSWERED BY 49 CHILDREN AND ADOLESCENTS

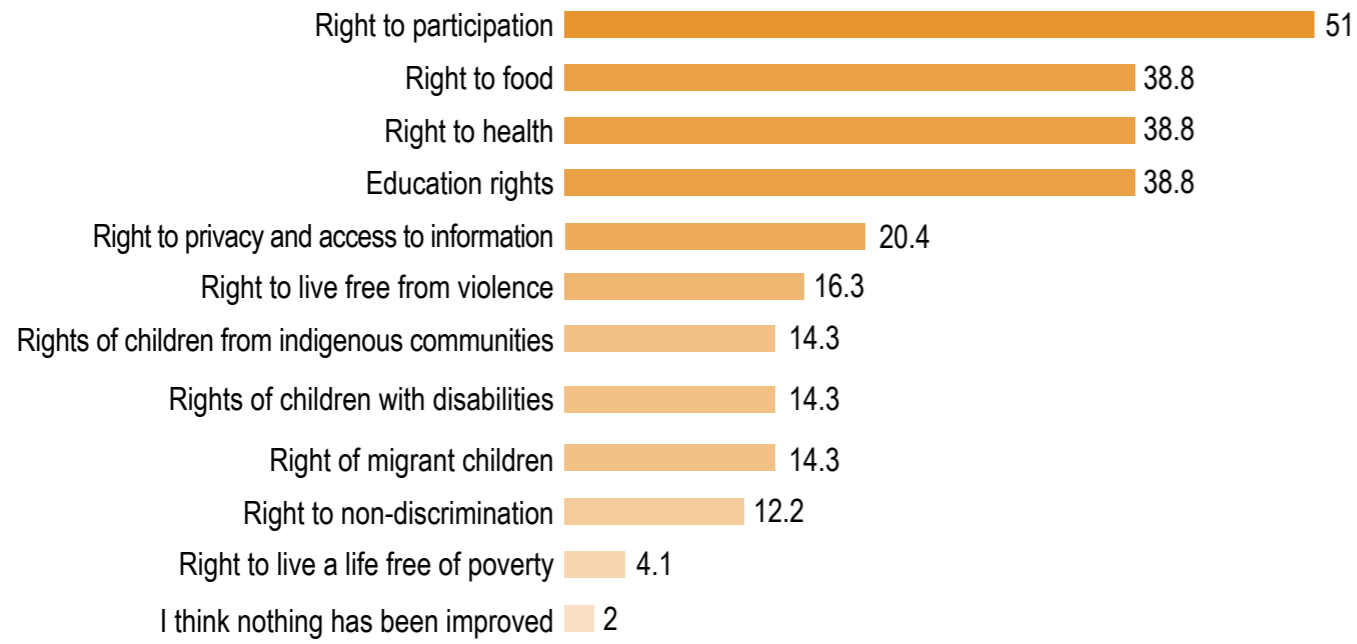
WHAT RIGHTS DO YOU CONSIDER MOST IMPORTANT TO YOU? (%)



WHAT ARE THE RIGHTS THAT YOU THINK HAVE NOT BEEN TAKEN CARE OF BY THE PERUVIAN STATE? (%)



IN WHAT RIGHTS DO YOU THINK THERE HAS BEEN PROGRESS IN THE COUNTRY? (%)



ANNEX N° 2. ADDITIONAL COMMENTS FROM THE CHILDREN AND ADOLESCENTS WHO COMPLETED THE SURVEY

May this questionnaire reach more people

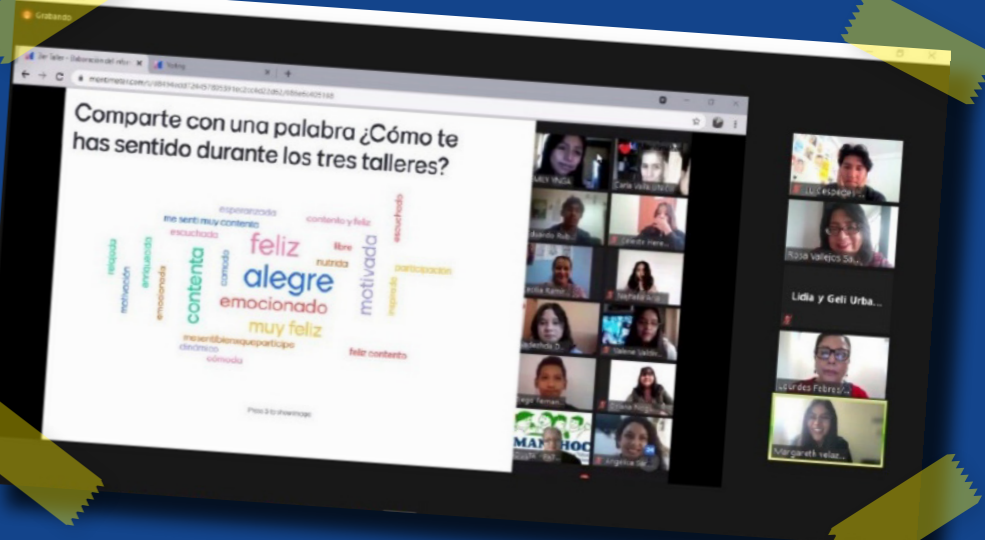
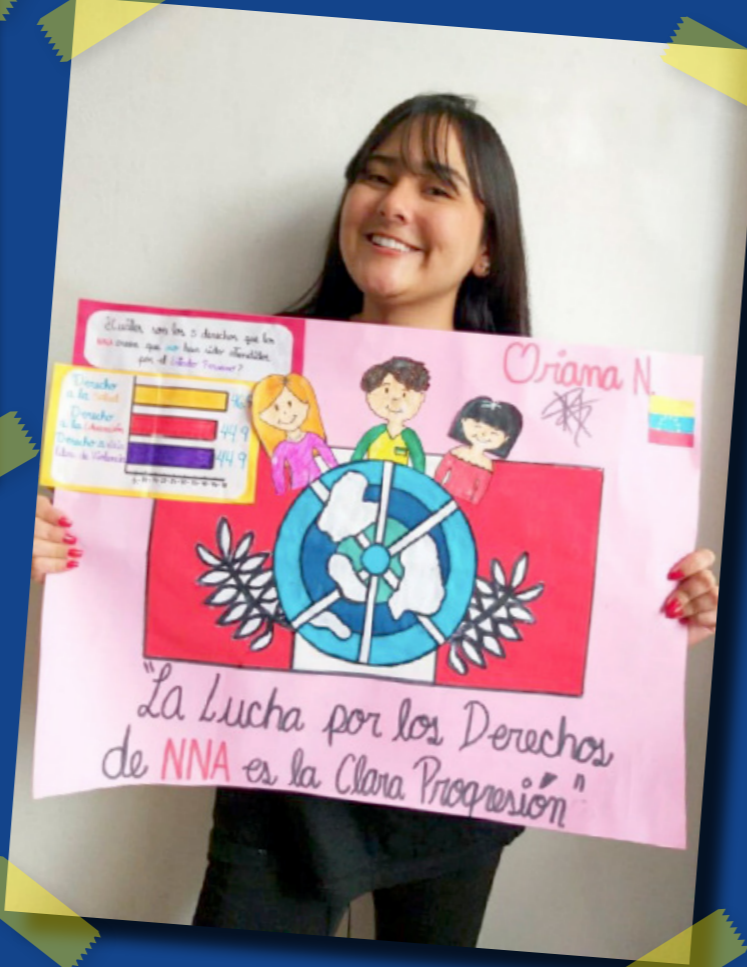
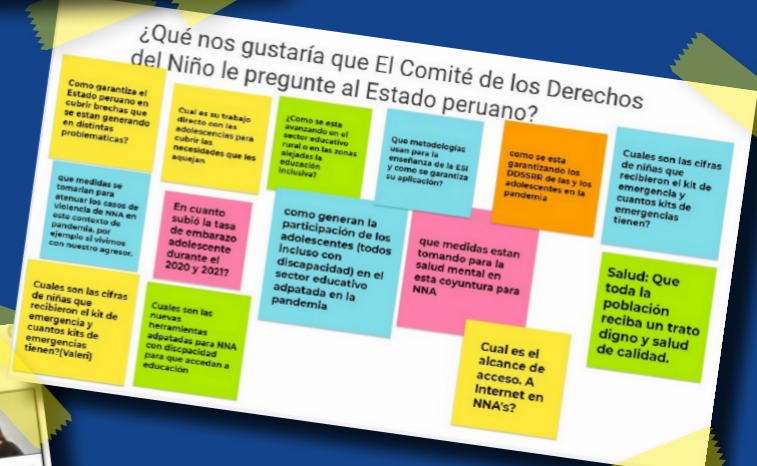
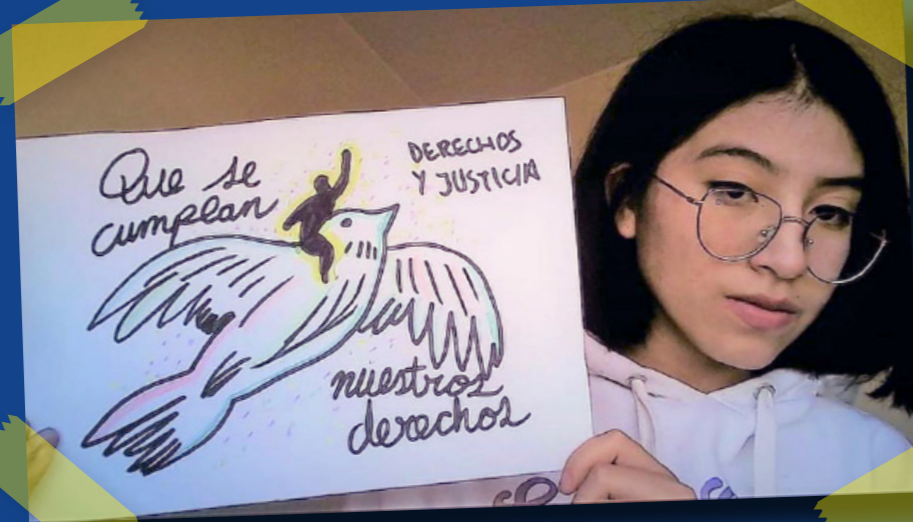
I would love for the budget that Peru has to be better organized for the attention of the rights of the girl, boy and adolescent

The State must give more importance to girls, boys and adolescents

I think it should be considered "the right to a dignified life" where children with different abilities would be included

That the spaces for the participation of voices of girls, boys and adolescents in our country continue to be promoted, but that they not only remain in words but also help us with the actions so that they are fulfilled

ANNEX N° 3. PICTURE OF THE MENTIMETER MATERIAL: DRAWINGS BY CHILDREN AND ADOLESCENTS AND PICTURES



The mention of names and the dissemination of images of girls, children and adolescents in this report on the fulfillment of their human rights in Peru, has the informed consent from children and is duly authorized by their mothers, fathers and / or caregivers, whom we thank for their collaboration.

ORGANIZATIONS OF GIRLS, BOYS AND ADOLESCENTS PARTICIPATING IN THE PREPARATION OF THE REPORT FOR THE COMMITTEE ON THE RIGHTS OF THE CHILD



ORGANIZATIONS THAT FACILITATED THE PROCESS

