

Report of the Coalition of Organized Children's and Adolescents Organizations of Peru for the UPR of Peru*¹

Recommendations for the Government of Peru – UPR Third Cycle - March, 2017²

RIGHT TO HEALTH	
1. Right of children and adolescents to health services	
2. Context:	<p>The State of Sri Lanka recommended to the Peruvian State, during the UPR of the 2nd cycle, of 2012, that "Peru must continue action to reduce maternal and infant mortality."</p> <p>Children and adolescents noted that there are still problems with regard to infant mortality, malnutrition, inequality in care and anemia, which affect the development of children themselves.</p> <p>The State of Slovenia recommended to the Peruvian State, in 2012, "Ensure access to sexual and reproductive health services for adolescents".</p> <p>Children and adolescents noted that there is a high rate of maternal mortality among adolescents, lack of information among the population, difficult access to health services, discrimination, infrastructure and equipment problems, as well as a "reduced budget", which limits recruitment of specialized and updated personnel, improvement of adequate health infrastructure for the care of children and adolescents, and acquisition of medicines for the recovery of their health.</p>
3. Questions:	4. Recommendations to the Peruvian state:
<ul style="list-style-type: none"> - How can the Peruvian State guarantee the right to health of all Peruvians? - How would the Peruvian State do for everyone to have Comprehensive Health Service (Servicio Integral de Salud - SIS)? - Why does the State not invest a greater proportion of the national budget in health to guarantee access and quality care? - What measures must the State take in the face of 	<ul style="list-style-type: none"> a. Ensure the right of access to informed health for children and adolescents, in particular those who are in street situation. b. Carry out campaigns so that all Peruvians can count on the SIS, and that the SIS is a quality service. c. Carry out health campaigns to serve the poorest and most remote areas of the population. d. Create indicators of spending and hospital needs for each region. e. Greater economic investment in the health sector. f. That hospitals, clinics and health posts be built in urban and rural areas of our country, with adequate infrastructure, medicines, equipment and medical instruments, as well as specialized doctors and nurses, so that the population can access the services of health and quality care. g. Monitor the quality of care that health personnel give to the population. For example, sensitizing and training staff and personnel on children's rights. h. Ensure that newly built health centers use their spaces in accordance with the reality of the community. i. That the study of the Quechua language be compulsory in the medical school.

¹* The following organizations of children and adolescents participated, from their own point of view, in the elaboration of the report "*The situation of the rights of the children and adolescents in Perú*": Red Distrital de Municipios Escolares de Lima Sur, Movimiento Nacional de Niños y Adolescentes Trabajadores Organizados del Perú (MNNATSOP); Red Nacional de Niñas, Niños y Adolescentes (REDNNA); Organización de Niños, Niñas y Adolescentes de Huánuco (ONNAS Huánuco); Programa de Microcréditos de Niños Trabajadores (Prominants); Movimiento de Adolescentes y Niños Trabajadores Hijos de Obreros Cristianos (MANTHOC).

² The Instituto Promoviendo Desarrollo Social (I PRODES) and Acción por los Niños promoted the process of training, reviewing and elaborating workshops in relation to the Universal Periodic Review (UPR) in Peru, inviting other partner organizations of civil society, which also work for the dissemination and promotion of the rights of children and adolescents in Peru, such as: IFEJANT, Paz y Esperanza, Save the Children International and MANTHOC.



<p>several cases of discrimination of which we have been notified?</p>	<p>j. Health centers closer to rural, native and extreme poverty communities. k. Dissemination and information in all health establishments and in the population so that children and adolescents can be cared for without the presence of an adult. l. Provide comprehensive care in health centers that fit the diversity of our population. m. Provide care in ophthalmology and dentistry at least once a year to all students. n. That the managerial and administrative positions be granted by public competition to professionals that have the proper profile and the capacities to fulfill their functions, not as a political favor.</p>
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Right to health: Access to sexual and reproductive health services

1. Teenage Pregnancy

<p>2. Context:</p>	<p>The State of Slovenia recommended that the Peruvian State guarantee access to sexual and reproductive health services for adolescents (116,95). The State of Mexico recommended that the Peruvian State take the necessary measures to inform women and girls about their rights related to access to sexual and reproductive health services, including the possibility of abortion, as established by national legislation (116,98).</p> <p>Adolescents indicated concern about the increase in precocious pregnancy (according to the official report, INEI-ENDES 2015, 14 out of 100 adolescents between 15 and 19 years of age are already mothers and/or pregnant with their first child), violence and sexual exploitation, sexualized media, non-timely completion of high school / dropout, abortion, and newborn deaths, due to the lack of comprehensive information on sexual health. On the one hand, those in charge of providing health services deny information to adolescents.</p>
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3. Questions:

<ul style="list-style-type: none"> - What is the government doing to lower the teen pregnancy rate? - How is the exercise of the right to education of girls and adolescents who become pregnant guaranteed? - How does the State guarantee access to information on sexual and reproductive health of children and adolescents? - How does the Peruvian State execute the right to integral sexual education? - What are the actions that the State takes to reduce the percentage of pregnancies in girls and adolescents due to sexual violations? - How does the State help girls and adolescents who suffer pregnancy due to rape? - What does the State do to implement Law 29600, which ensures school reinsertion in case of pregnancy? 	<p>4. Recommendations</p> <ul style="list-style-type: none"> a. Carry out a strong and sustained prevention campaign on teenage pregnancy. b. The Ministry of Women and Vulnerable Populations, as the Governing Body of the Child Protection System, must articulate resources with other ministries and public and/or private institutions to reduce the rates of adolescent pregnancy. c. Increase the budget and state resources for the implementation of the teen pregnancy prevention plan. d. The Ministry of Education must establish strict criteria on the care and treatment that teachers should give to pregnant adolescents. e. Local Government in coordination with educational institutions must create and implement a security program with monitoring groups in educational institutions and the community to prevent and counter violence and sexual exploitation of children and adolescents and prevent pregnancy Teen. f. Elaborate and deliver informative and educational materials on integral sexual education as part of the curriculum in the educational institutions of initial, primary and secondary, taking into account the stages of life of children. g. To supervise and monitor the fulfillment of comprehensive sex education programs in educational institutions. h. That the Ministry of Health carry out sexual and reproductive education campaigns in schools. i. The Juntos Program must provide training in communities on Comprehensive Sexual Education and Prevention of Adolescent Pregnancy.
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	<p>j. Guarantee the access of adolescents to health facilities so that they receive information, care and treatment, without requiring the presence of an adult.</p> <p>k. Guarantee the application of Law No. 29600 that ensures the reintegration into school for pregnant adolescents.</p>
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THE RIGHTS OF CHILDREN WITH DISABILITIES

1. Children and Adolescents with Disabilities / Different Abilities

2. Context:	<p>The State of Italy recommended that the Peruvian State ensure that the provisions of the Convention on the Rights of Persons with Disabilities are properly implemented (116, 105).</p> <p>The State of Indonesia recommended that the Peruvian State accelerate the full implementation of the Equal Opportunities Plan for Persons with Disabilities 2009-2018 (116, 106).</p> <p>The State of Malaysia recommended that the Peruvian State continue to improve its efforts in the implementation of its international human rights obligations, in particular with regard to the protection and promotion of the rights of persons with disabilities (116, 107).</p> <p>Adolescents noted that there was discrimination in relation to children with disabilities. Public services are not adapted to the needs of people with disabilities, few educational institutions are adequate to care for children with disabilities, teachers are not trained to teach children with disabilities due to prejudice and lack of implementation of the law that provides services for them.</p> <p>Lack of specific budget and disinterest of the State to implement and equip educational institutions with specialized personnel, infrastructure, and instrumental for children with different skills. For example: "There are schools that do not have ramps to facilitate the access of children. In addition, some schools are built on hills and their access is paved, with many tiers, or they are located in places with much slope".</p> <p>"Desks and furniture are inadequate for children and adolescents with disabilities. The classrooms are extremely small and do not have space for children and teenagers in a wheelchair. Boys and girls who walk on crutches or in wheelchairs, whose classrooms are on the second floor, have to be lifted daily to attend classes".</p> <p>"There are no spaces in the school where children and adolescents with disabilities are integrated with other children. Educational institutions called 'inclusive' do not have teachers who know sign language and other specialists to deal with different types of disability, but also lack the necessary tools due to lack of resources. Teachers do not spread the law for people with disabilities and the correct way to call different types of disability: calling them 'blind' or 'lame' hurts children with locomotive disabilities."</p>
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3. Questions:	4. Recommendations:
<p>- Why isn't public infrastructure adequate for people with disabilities?</p>	<p>a. Consider the criterion of accessibility in technical construction standards for the approval of the technical file of a work.</p> <p>b. Adapt the infrastructure for people with disabilities.</p> <p>c. More resources and funds for children with disabilities.</p> <p>d. That the Ministry of Economy and Finance has an incentive program for municipalities that comply with the application of the law on persons with disabilities.</p> <p>e. Less corruption.</p> <p>f. Inclusive schools.</p> <p>g. Inclusive hospitals</p> <p>h. Specialized schools must be up to the secondary level.</p> <p>i. Inclusive streets, neighborhoods and hillsides.</p> <p>j. Let the media include sign language.</p>

THE RIGHT TO OPINION AND TO BE HEARD

1. Respect for the opinions of children and adolescents.

2. Context:

The States of Jordan, Liechtenstein and Moldova recommended that the Peruvian State complete the revision of the Children and Adolescents Code (116,10; 116,11; 116,13).

The children and adolescents mentioned that their opinion is not respected because they are not given due importance in the family, school and community. The State does not guarantee the real participation of children and adolescents. The authorities do not worry about generating spaces for their participation, so that their voices are heard.

Lack of spaces of participation where children and teenagers express ideas and feelings about problems that are of interest to all Peruvians. The participation of children is symbolic, limited, their opinions have no impact and are not taken into account.

3. Questions:

- Why do teachers in educational institutions do not assert the opinion of children and adolescents?
- Why does the State not constantly promote the right to opinion that we children and adolescents have?
- Why are there no permanent spaces for the participation of children and adolescents?
- What does the Peruvian State do to promote the right to participation of children and adolescents?
- Why do adults generally listen to the opinion of children but do not take it into account?

5. Recommendations

- a. Include and recognize the participation of children and adolescents in the proposal of the new Code on Children and Adolescents.
- b. Include the Advisory Councils of Children and Adolescents (CCONNA) in the proposal of the new Code.
- c. The Ministry of Education must inform all teachers about the importance of the participation of children in their educational process and disseminate in schools the internal rules of the Ministry on School Municipalities.
- d. Allocation of budget to guarantee the participation of children and adolescents.
- e. To create systems for measuring the participation of children and adolescents at the national level.
- f. Strengthen the Advisory Councils of Children and Adolescents (CCONNA), School Municipalities and other organizational instances of children and adolescents, allocating budgets, resources and specialized advice.
- g. Incorporate the CCONNA as part of the municipal structure and the different levels of government, allocating budget.
- h. To supervise compliance with the norms and methodology of the Ministry of Education to encourage the participation of children in educational institutions.
- i. To create in the Congress of the Republic a special Commission of children and adolescents so that they can be heard and their opinions taken into account.
- j. That the opinions of children and adolescents be taken into account in all jurisdictional processes that concern them.

THE RIGHT TO EDUCATION

1. Education and Child Development

2. Context:

The states of Slovakia, Cuba, Indonesia, Hungary, Costa Rica, Malaysia and Honduras recommended to the Peruvian State to develop actions that allow universal access to education; eliminate gender discrimination, especially in rural areas and indigenous communities; further increase the education budget to allow bilingual intercultural schools, and to be inclusive (116.31, 116.99, 116.100, 116.101, 116.102,

	<p>116.103, 116.104).</p> <p>Effective measures are not taken to reduce school drop-out, lack of quality education in rural areas, unequal allocation of resources for schools, little concern of the Ministry of Education in the issue of school drop-out, teachers refuse to work in rural areas, priority to emblematic schools in detriment of the total of educational institutions of the country, especially in the indigenous areas (Andean mountains and Amazonic jungle), schools in rural areas and provinces have poor infrastructure and hygienic services in very poor condition. Neither do they have recreation spaces for children.</p>
<p>3. Questions:</p> <ul style="list-style-type: none"> - What methodology will the Peruvian State implement to eradicate school dropout? - What actions will the State take to ensure that teachers are able to carry out their educational work, especially in the rural sector? - What criteria does the State use for the distribution of resources to educational institutions? - What mechanisms will the Peruvian State implement to achieve quality education? 	<p>4. Recommendations</p> <ul style="list-style-type: none"> a. Implement new dynamic methodologies involving students and teachers. b. Increase scholarship programs and training for teachers in their respective regions. c. Improve the infrastructure and state of sanitary services of schools in rural areas. d. Higher education budget and better management by results, rewarding innovative initiatives. e. Strengthen the management and pedagogical capacities of the directors of educational institutions. f. To allow the establishment of intercultural bilingual schools in all three cycles of education and academic recovery programs. g. Include comprehensive sex education and adolescent pregnancy prevention as a special module in the training of children.

THE RIGHT TO THE CHILD TO FREEDOM FROM ALL FORMS OF VIOLENCE

1. The right of the child to protection from corporal punishment and other cruel or degrading forms of punishment.

<p>2. Context:</p>	<p>The States of Jordan, Liechtenstein and Moldova recommended that the Peruvian State draft a law prohibiting physical and humiliating punishment of children and adolescents (116,10; 116,11; 116,13).</p> <p>On December 30, 2015, the Peruvian State promulgated Law No. 30403, which prohibits the use of physical and humiliating punishment against children, in compliance with the recommendations accepted in 2012. However, statistics indicate that approximately 80% of children and adolescents are still subjected to physical and humiliating punishment in their own families, schools and other settings (MIMP data). Physical punishment affects the emotional health of children and their performance in school.</p>
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<p>3. Questions:</p> <ul style="list-style-type: none"> - What measures is the Peruvian State taking to implement Law 30403, which prohibits the use of physical and humiliating punishment against children and adolescents? 	<p>4. Recommendations</p> <ul style="list-style-type: none"> a. That it be disseminated and reported on Law 30403 in the Ministries and other state agencies, in the state educational institutions, as well as at the level of the population in general. b. That the State implements programs to teach parents and teachers, from schools, to educate and rise with love and without mistreatment as a method. c. Carry out information and awareness campaigns aimed at parents, teachers, educators, caregivers of children and adolescents, social organizations and the population in general. d. Train and specialize public officials, especially those in charge of child
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	<p>protection services.</p> <p>e. Establish mechanisms to deal with cases of corporal punishment of children with a view to effective enforcement of the law.</p> <p>f. Allocation of budget, articulated management and elaboration of guidelines to implement Law 30403.</p> <p>g. Generalized training on physical and humiliating punishment and its consequences on the health and development of children and adolescents.</p> <p>h. Request the authorities to increase the budget for training in schools, communities, organizations and regional and local government level.</p> <p>i. Training teachers and parents in forms of positive parenting.</p> <p>j. Raise awareness of the causes and consequences of violence against children and adolescents.</p>
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THE RIGHT TO THE CHILD TO FREEDOM FROM ALL FORMS OF VIOLENCE

1. Sexual violence against children and adolescents

<p>2. Context:</p>	<p>The States of Romania and Australia recommended that the Peruvian State redouble its efforts to combat violence against girls; and adopt new measures to protect children and adolescents from violence and exploitation (116,30 and 166,41).</p> <p>High rates of sexual violence, especially against girls and adolescents. The weak state reaction to crime, revictimization, difficult access to justice for victims of sexual violence, corruption, lack of budget to develop programs of prevention and care, insecurity and neglect in which many children and teenagers live in our country.</p> <p>Adolescents not informed about their sexual and reproductive health, lack of communication between parents and children, distrust, cultural patterns, machismo, power, undervaluation of women and children.</p> <p>Abortion and suicide of many adolescents. The weakness in the care given to children and adolescents victims of violence in the protection services. Lack of coordination and articulation of institutions. No effective measures are taken to protect the victim, and investigations are deficient (evidence, declarations, examinations, etc.). There are no programs for the effective recovery of victims, much less follow-up.</p> <p>For example: "Girls and adolescents who are victims of sexual violence or sexual harassment that are referred to shelters or foster homes share the same space with girls who are for robbery, sexual exploitation, drug trafficking, girls living in street, etc. In other foster homes they have children and adolescents as if they were prisoners, they only take them out to the yard when they have visitors". On the other hand, "girls discriminated against because they are pregnant do not have space in the educational institutions so that the babies can be with their mothers until they finish the classes. That service only exists in a school, in San Juan de Miraflores, that has the Program CUNAMAS".</p>
<p>3. Questions:</p> <ul style="list-style-type: none"> - What is the Peruvian State doing to reduce sexual violence against children and adolescents? - What is the Peruvian State doing to reduce the percentage of sexual violence against children and 	<p>4. Recommendations:</p> <ul style="list-style-type: none"> a. Teach integral sexual education, and give information about sexuality and care of our body from the initial level. b. Implement and disseminate the Route of Attention to Victims of Sexual Violence. c. Create a specialized justice system to care for children and adolescents victims of sexual violence, avoiding revictimization, impunity, corruption and difficult access to justice. d. To train policemen, prosecutors, judges, medical examiners, psychologists and other health specialists, from the Emergency Women's Centers or the municipal departments of protection of children and adolescents, who have the responsibility

<p>adolescents in the poorest provinces of our country?</p> <p>- How are regional and local governments working to implement strategies to prevent sexual violence against children and adolescents?</p>	<p>of caring for children and adolescents who are victims of violence.</p> <p>e. To create shelter houses for children and adolescents who are victims of violence; in addition, in all family police stations there must be an emergency space to serve and shelter abused girls and adolescents and when their lives are at risk.</p> <p>f. Implement in sufficient numbers Gesell cameras and/or single interview rooms for girls and adolescents victims of sexual violence.</p> <p>g. Health establishments should provide and apply the emergency kit (STI, HIV/AIDS, pregnancy prevention) for girls and adolescent women victims of sexual abuse.</p> <p>h. Provide budget, infrastructure improvements, specialized technical and human resources to implement police stations, prosecutor's offices and specialized courts in sexual violence against children, especially for girls and adolescent women.</p> <p>i. Provide budget and technical and human resources to the free legal defense system of the Ministry of Justice and Human Rights, so that there are more specialized lawyers who defend children and adolescents victims of sexual violence free of charge.</p> <p>j. Provide adequate and timely care for the integral recovery of the victims and the improvement of their quality of life. This requires the psychological treatment, the support and family approach, as well as the support of social networks.</p> <p>k. Carry out information campaigns about the need to create parents' attachment to their children from an early age. Education in the human rights of children and respect for their bodies.</p> <p>l. Empowering girls and adolescents to prevent and act against abuse and violence.</p>
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