



CSE: Comprehensive Sexuality Education

*Civil Society perspectives on Sexual and
Reproductive Health, Rights and Justice
in Latin America and the Caribbean.*

FÒS FEMINISTA

Table of Contents

Acronyms	4
Introduction	6
The Initiative	7
The Reports	9
Social Monitoring: Mira Que te Miro	10
Geographical Scope	11
Political Dynamics	12
Central America	13
The Caribbean	15
South America	16
Southern Cone.....	
Andean Region	17
SRHRJ in the Montevideo Consensus	18
Towards ICPD+30	19
CSE: Comprehensive Sexuality Education	20
Central America	22
<i>Legal, Programmatic and Financial Frameworks</i>	
A. Legal Frameworks	
B. Programmatic Frameworks	23
C. Financial Frameworks	25
Key Themes	26
A. Territorial Inequalities	
B. Data Access, Generation and Quality	27
C. Systematically Excluded Communities	28
D. Intersectional and Intercultural Approach	
E. CSO Participation	29
The Caribbean	30
<i>Legal, Programmatic and Financial Frameworks</i>	
A. Legal Frameworks	
B. Programmatic Frameworks	31
C. Financial Frameworks	32
Key Themes	33
A. Territorial Inequalities	
B. Data Access, Generation and Quality	34
C. Systematically Excluded Communities	
D. Intersectional and Intercultural Approach.....	
E. CSO Participation	35

Table of Contents

South America	36
<i>Legal, Programmatic and Financial Frameworks</i>	
A. Legal Frameworks	
B. Programmatic Frameworks	38
C. Financial Frameworks	40
Key Themes	42
A. Territorial Inequalities	
B. Data Access, Generation and Quality	43
C. Systematically Excluded Communities	46
D. Intersectional and Intercultural Approach	44
E. CSO Participation	
Recommendations	46
Best Practice	48
The Initiatives	49
Key Takeaways	50
References.....	51

Acronyms

ADIDE:	Disability Alliance for Our Rights, The Dominican Republic
AFM:	Articulación Feminista Marcosur
ASIE:	Integral Health Counseling in Secondary Schools, Argentina
CCSS:	Costa Rican Social Security Fund
CEPAM:	Centro de Estudios y Promoción de la Mujer, Ecuador
CLADEM:	Comité de América Latina y el Caribe para la Defensa de los Derechos de las Mujeres
COEPSIDA:	Committee of Educators in AIDS Prevention, Guatemala
CSE:	Comprehensive Sexuality Education
CSO:	Civil Society Organization
ECLAC/CEPAL:	Economic Commission for Latin America and the Caribbean
ECMIA:	The Continental Link of Indigenous Women of the Americas
ENADID:	National Demographic Dynamics Survey, Mexico
ENAPEA:	National Strategy for the Prevention of Adolescent Pregnancy, Mexico
ENDIREH:	National Survey on the Dynamics of Relationships in Households, Mexico
FDA:	Food and Drug Administration
FOBAM:	Fund for the Well-being and Advancement of Women, Mexico
FPATT:	Family Planning Association of Trinidad and Tobago
FPC:	Family Planning & Contraception
GBV:	Gender-Based Violence
HFLE:	Health and Family Life Education
ICPD:	International Conference on Population and Development
ICW Latina:	International Community of Women Living with HIV/AIDS
IHSS:	Honduran Social Security Institute
INFOD:	National Institute of Teacher Training, El Salvador
INPI:	National Institute of Indigenous Peoples, Mexico
IVE:	Voluntary Interruption of Pregnancy
LAC:	Latin America and the Caribbean
LARC:	Long-Acting Reversible Contraceptives
LEIV:	Special Comprehensive Law for a Life Free from Violence for Women, El Salvador
LGAMVLV:	Mexico's General Law on Women's Access to a Life Free of Violence
LIE:	Law on Equality, Equity and the Eradication of Discrimination Against Women, El Salvador
MC:	Montevideo Consensus
MQTM:	Mira Que Te Miro
OSAR:	Observatory of Sexual and Reproductive Health, Guatemala
PARE:	Committee for Prevention, Support, Rescue, and Education on Gender Violence, Puerto Rico
PES:	The Sexual Education Program
PIPASEVM:	Program to Prevent, Address, Sanction, and Eradicate Violence Against Women, Mexico
PLANОВI:	National Plan for the Prevention and Eradication of Violence Against Women, Guatemala
PNTE:	National Plan for Educational Transformation, Paraguay
PNUD:	United Nations Development Program
PROMSEX:	Center for the Promotion and Defense of Sexual and Reproductive Rights, Peru

Acronyms

RCPD:	Regional Conference on Population and Development
Red-LAC:	The Latin American and the Caribbean Network of Youth for Sexual and Reproductive Rights
RMAAD:	Network of Afro-Latin America, Afro-Caribbean, and Diaspora Women
SAS:	Safe Abortion Services
SDG:	Sustainable Development Goals
SEC:	Systematically Excluded Communities
SEDESOL:	Ministry of Social Development, Honduras
SOGIE:	Sexual Orientation, Gender Identity, and Expression
SRHRJ:	Sexual and Reproductive Health, Rights, and Justice
SRHS:	Sexual and Reproductive Health Services
SVET:	Unit for the Prevention and Care of Crimes of Sexual Violence, Exploitation & Trafficking in Persons, Guatemala
TTPS:	Trinidad and Tobago Police Service
YFS:	Youth - Friendly Services
UNESCO:	United Nations Educational, Scientific and Cultural Organization
UNFPA:	United Nations Population Fund
WHO:	World Health Organization

1. Introduction

Sexual and Reproductive Health, Rights, and Justice (SRHRJ) are fundamental human rights essential for ensuring individuals' well-being and their ability to meaningfully participate in society.

SRHRJ encompass a broad spectrum of efforts aimed at eliminating preventable maternal and neonatal mortality and morbidity, eliminating unsafe abortion, ensuring the provision of high-quality *Sexual and Reproductive Health Services (SRHS)*, including contraception and family planning, and addressing issues such as *Sexually Transmitted Infections (STIs)*, cervical cancer, *Gender-Based Violence (GBV)*, and the specific *Sexual and Reproductive Health (SRH)* needs of adolescents through *Comprehensive Sexuality Education (CSE)* and *Youth-Friendly Services (YFS)*. Achieving universal access to SRHS is not only crucial for advancing sustainable development but also for meeting the diverse needs and aspirations of individuals worldwide, thus promoting the realization of their health and human rights.

Despite their well-documented significance, countries throughout Latin America and the Caribbean (LAC) face substantial challenges in upholding these essential rights, particularly for Systematically Excluded Communities (SEC), such as indigenous communities, Afro-descendant communities, **LGBTIQ+** individuals, persons with disabilities youth, older adults, and migrants.ⁱⁱⁱ These communities often encounter heightened levels of discrimination, coercion, and violence when seeking to access SRHRJ.

The Montevideo Consensus (MC), a political document of the Regional Conference on Population and Development, adopted by all Member States of the Latin American and Caribbean (LAC) Region in 2013, stands as a testament to the tireless efforts and dedication of feminist and social justice movements from LAC, built on years of advocacy. Civil society played an instrumental role in its inception, design, and the defined pathway for its execution. This emphasis is evident in the framework of the Consensus, which underscores the collaboration between governments and civil society for both its implementation and subsequent reviews.

This report is designed to serve as an advocacy tool, shedding light on the glaring disparities in SRHRJ implementation within the LAC region. It offers an analysis of the progress, challenges, and setbacks experienced over the past decade, as documented by the ECLAC and Civil Society Organizations (CSOs) with extensive experience in SRHRJ across the region.



Fòs Feminista / Paola Luisi / Argentina 2022

The report navigates the nuanced landscape, sometimes contradictory due to political shifts, in advancing **SRHRJ** and underscores the limitations encountered in ensuring access. As the report highlights, access may be limited due to territorial inequalities, and policymakers and implementers must work to expand access to **SEC**, implement intercultural and intersectional approaches, ensure data accessibility, generation, and quality, and recognize the pivotal role of **CSOs** in shaping the **SRHRJ** *legal, programmatic, and financial frameworks*, as well as the implementation of these. The report aims to act as a catalyst, to recognize the challenges and take concrete actions to ensure these are tackled appropriately.

1.1 The Initiative

In commemoration of the **10th Anniversary** of the Montevideo Consensus (MC), **Fòs Feminista** supported 20 **CSOs** in the creation of national reports that document the progress, gaps, challenges, and best practices in delivering **SRHRJ** commitments for women, girls and gender-diverse individuals and their different intersections. Moreover, **Fòs** supported five regional networks led by *Afro-descendants, young people, women with disabilities, indigenous women, and transgender people.*

Fòs identified five priority topics within **SRHRJ**: 1) **Abortion**, 2) **Comprehensive Sexuality Education**, 3) **Gender-Based Violence**, 4) **Family Planning and Contraception** and 5) **Youth-Friendly Services**. A report is available for each of these priority topics and a sixth report highlights the specific challenges faced by Systematically Excluded Communities (**SEC**) in the region. The report on **SEC** can be accessed by those seeking a more detailed analysis of the **SRHRJ** issues faced by **SEC**, than those outlined in this report. The analysis of each priority topic covers six major areas of assessment: 1) **Legal Framework**, 2) **Financial Framework**, 3) **Programmatic Framework**, 4) **Territorial Inequalities**, 5) **Civil Society participation**, and 6) **Data Access, Generation and Quality**. Each priority topic includes sections for Recommendations and the identification of Best Practices, from both **CSOs** and national governments. Designed to be adaptable, the framework recognizes the expertise of participating networks and the limitation of publicly available information. This flexibility allowed these networks to identify other priority issues and undertake political analyses tailored to the specific contexts they addressed. All of this is reflected in the reports that make up this series.

To facilitate the reporting process, a template featuring 47 open-ended orientation questions was provided. These questions aimed to elicit qualitative information on the implementation of the commitments made under the **MC** over the past decade. All data used in the subsequent sections originates from reports created by participating organizations and submitted to **Fòs Feminista** for analysis. Where necessary, this information is complemented by data from monitoring tools like **Mira Que te Miro (MQMT)** and **ISO Quito**, voluntary national reports submitted to **ECLAC**, as well as relevant reports from **ECLAC**, **UNESCO**, **UNFPA**, **UN Women**, and scientific literature on the subject.

It is important to highlight that participating **CSOs** and networks encountered challenges in obtaining data. This is due to a general lack of publicly available and reliable data from official sources, and when available, it is seldom disaggregated. This underscores the pressing need for increased investment in producing quality, reliable, up-to-date data, and disaggregating it. This investment is crucial to enhance the understanding of the complex issues related to **SRHRJ** legal, financial, and programmatic frameworks, ultimately leading to improved implementation.

The reporting from **CSOs** and networks serves as a medium for engaging in dialogue, generating knowledge, and highlighting often overlooked experiences. This initiative aims to act as a catalyst for more comprehensive interventions, deepening our understanding of challenges and ensuring no one is left behind in the process toward advancing **SRHRJ** in the **LAC** region and beyond.

2. The Reports

This series of reports presents the findings derived from compiled national-level data, offering a comprehensive analysis of **Abortion**, **Comprehensive Sexuality Education (CSE)**, **Gender-Based Violence (GBV)**, **Family Planning and Contraception (FPC)**, and **Youth-Friendly Services (YFS)** across 20 countries in Latin America and the Caribbean (**LAC**). Beginning with an introduction to the social monitoring platform **MQTM**, the report proceeds with an overview of the geographical scope and the political dynamics influencing **SRHRJ** in the region. Despite a volatile political landscape at present, the **MC** emerges as a progressive framework with political commitments aimed at advancing **SRHRJ** in the region. The reports underscore the significance of this instrument and the crucial role it plays in advancing key **SRHRJ** objectives leading up to the **30th anniversary** of the International Conference on Population and Development (**ICPD**) in 2024. Each report in this series is organized into three main sections: the first analyzes key findings in both monitoring and implementation of the priority theme reported by sub-region. The second section provides recommendations, and the final section offers one concrete best practice identified in the region.

The initial section of each report serves to contextualize each sub-region (**Central America, the Caribbean and South America**) by presenting **MQTM**'s compliance scores alongside insights from **CSO** reports. This section is divided into two sub-sections. The first sub-section analyzes the legal, programmatic, and financial frameworks, addressing the progress made, identifying existing gaps, and outlining barriers highlighted in the **CSO** reports. Meanwhile, the second sub-section delves into five major key themes: territorial inequalities, data access, generation and quality, engagement with **SEC**, adoption of intersectional and intercultural approaches, and the extent of **CSOs**' involvement in decision-making and policy implementation.

In the second section, the reports offer recommendations and one concrete example of a best practice from the region: **Mexico** stands out for its approach to abortion, **Peru** for **CSE**, **Costa Rica** for **GBV** prevention, **Chile** for **FPC**, and **Bolivia** for **YFS**. For each best practice, the reports contextualize the setting, identify the challenges faced, describe the specific initiatives undertaken, and delineate key takeaways for future endeavors.

1.4. Geographical Scope

The organizations contributing to this report are categorized into three sub-regions: **Central America** (including **Mexico**), the **Caribbean**, and **South America**. Within **South America**, a further distinction is commonly made between the **Southern Cone** and **Andean Regions**. The **Southern Cone** includes **Brazil, Uruguay, Argentina, Chile,** and **Paraguay**, whereas the **Andean Region** encompasses **Bolivia, Colombia, Peru, Venezuela,** and **Ecuador**. This demarcation, influenced by geographical, sociocultural, and historical factors, is occasionally employed in these reports to highlight distinct patterns, or discern trends.

There are noticeable trends in the region, with certain countries standing out and others lagging behind in establishing a sustainable **SRHRJ** landscape. In the **Southern Cone, Argentina** typically emerges as a frontrunner in the region concerning **SRHRJ**, while **Paraguay** faces significant challenges related to access. Similarly, in the **Andean** region, **Colombia** often leads the way, whereas **Venezuela**, amidst a humanitarian crisis, confronts substantial barriers to ensuring access to **SRHRJ**.

The **Caribbean** presents the most complex landscape within the region, with **Puerto Rico** demonstrating the most progress, while the rest of the countries contend with some of the most restrictive laws and policies. **Central America** closely mirrors this complexity. **Mexico** takes a leading role in this subregion, while **Honduras, El Salvador,** and **Guatemala** face the most challenges.



Figure 1. Countries covered in the initiative by sub-region

1.5. Political Dynamics

The LAC region is characterized by a dynamic political landscape, with frequent shifts between progressive political parties, often associated with progressive agendas, and conservative parties holding highly conservative ideologies. Recent developments in the region include the electoral victory of progressive political parties in **Guatemala**, contrasted by the rise of conservative leadership in **El Salvador** under *Nayib Bukele* and in **Argentina** with *Javier Milei*. **Central American** nations find themselves in a state of division, with **Mexico**, **Guatemala**, and **Honduras** now governed by progressive presidencies, yet encountering significant resistance from conservative factions within the government. **Honduras**, in particular, has faced challenges in advancing progressive legislation.

In the **Caribbean**, conservative resistance persists across all countries, albeit with variations influenced by British, American, and French colonial legacies. **Puerto Rico** continues to grapple with an annexationist regime from the **United States**, while **Haiti** currently lacks a legal government, and the **Dominican Republic** is under the governance of a conservative president. Notably, **Antigua & Barbuda** and **Trinidad & Tobago** have made significant strides by overturning archaic buggery laws that once criminalized same-sex relationships, relics of the British colonial era. ^{vi}

South America is currently divided, with five countries under progressive administrations, however with three of these challenged by majority conservative parliaments, remnants of previous regimes, namely in **Chile**, **Brazil**, and **Colombia**. **Bolivia** faces political instability within progressive circles, while **Venezuela** grapples with a deep humanitarian crisis. Conversely, **Argentina**, **Uruguay**, **Paraguay**, **Peru**, and **Ecuador** have conservative regimes in power. However, it is worth noting that in **Argentina**, the conservative party lacks a parliamentary majority.

Despite some political analysts heralding recent shifts in governance as a resurgence of progressive influence across **Latin American** countries, ^{vii} current progressive governments encounter major obstacles in advancing progressive agendas. Not only do conservative-leaning parliaments present concrete obstacles to passing progressive agendas, but the recent **COVID-19** pandemic exacerbated socioeconomic instability across the region, with significant impacts on **SRHRJ** that were often sidelined due to a prioritization of other ‘essential services’ that directly tackled the ongoing public health emergency. ^{viiiix}

1.6. Central America

In **Mexico**, the government of **López Obrador** (2018–2024) has made significant progress in expanding access to universal health coverage for adolescents and providing support to keep them enrolled in the education system, as well as through the provision of quality medical care for pregnant youth. ^x Despite these achievements, challenges persist, including the disappearance of programs like the Childcare Centers Program and the absence of comprehensive feminist policies, as highlighted in the report from **CSOs**. Notably, in September 2023, **Mexico's** Supreme Court unanimously ruled that state laws prohibiting abortion are unconstitutional, marking a victory for **SRHRJ** activists across **Latin America**. ^{xi}



Fós Feminista / Abortion March. Mexico 2022.

Conversely, **El Salvador** has faced a series of challenges since March 2022 when President **Nayib Bukele** declared a state of emergency due to a surge in homicides, compromising citizens' fundamental rights. This state of emergency, which included the suspension of fundamental rights such as freedom of association and due process, has been continuously extended despite being put in place initially for a single month. ^{xii} Concerns have also been raised by **CSOs** regarding the announced territorial reconfiguration starting in 2024, which centralizes power in urban areas, leading to apprehensions about the potential spread of President **Bukele's** populist and authoritarian tactics to other countries in **LAC**. **Bukele**, who assumed office in 2019, has, at the beginning of 2024, been formally re-elected despite human rights concerns. ^{xiii xiv}

In **Guatemala**, the 2023 election marked a significant milestone with the election of President **Bernardo Arévalo**, hailed as the most progressive president in the past 40 years. ^{xv} President **Arévalo** has prioritized social justice and human rights, offering a promising opportunity to address the democratic crisis. ^{xvi} His commitment to these values raises hope for positive transformations in **Guatemala's** approach to **SRHRJ**, especially since **SRHRJ** have historically been treated as taboo and often depend on political will for consideration and resource allocation.

On the other hand, the current government in **Costa Rica**, led by President **Rodrigo Chaves Robles**, has aligned with evangelical pastors and anti-rights groups, undermining **SRHRJ** in the education system. **CSO** reports have identified this alliance as an attempt to roll back progress on **CSE** in schools. Additionally, the lack of political will means the country is being governed by outdated **SRHRJ** policies and those policies that are in place, lack comprehensive implementation. ^{xvii}

In **Honduras**, strong opposition from groups like “Generación Celeste” ^{xviii} reflects the ideological divide that President **Xiomara Castro** faces. President **Castro** assumed office in 2022 as the first woman president of the country. Despite the expectations placed on her to advance gender-related bills as part of her Plan to Re-found Honduras (2022-2026), she has encountered significant opposition from conservative movements within the country. The **CSO’s** report highlights the legislative progress made in terms of advocating for policies aimed at safeguarding individuals' **SRHRJ**, but also showcases how current authorities engage in ideological debates and power struggles, often at the expense of the health and well-being of children, adolescents, women and gender-diverse individuals.

Fós Feminista / Jazmyn Henry, Honduras.



1.7. The Caribbean

In **Antigua & Barbuda**, reports from United Nations Educational, Scientific and Cultural Organization (UNESCO)^{xxix} and the World Health Organization (WHO)^{xx} indicate that the government, led by Prime Minister **Gaston Browne** since 2014, has taken some steps to acknowledge the importance of CSE. While SRHRJ still have a long way to go, human rights organizations celebrated **Antigua & Barbuda's** Court decision to decriminalize same-sex intimacy in 2022.^{xxi}

Haiti faces deeper challenges, reporting dysfunctions across the entire health system, as well as significant governance issues, including the absence of a legal government, raising concerns about the enforcement of any existing legal frameworks. The serious political, economic, humanitarian, and refugee crisis has led Human Rights Watch to deem it a “catastrophic situation.”^{xxii}

In **Trinidad & Tobago**, while the UN's Human Rights Committee commends women's representation in public bodies following the election of the second woman president **Christine Kangaloo**, conservative resistance, and the current refugee crisis due to the humanitarian crisis in neighboring **Venezuela** have led to complex challenges in upholding and advancing SRHRJ.^{xxiii}

In the **Dominican Republic**, the current government, led by President **Luis Abinader** since 2020, has led to a conservative shift, with a targeting of the Haitian migrant population who are majority Afro-descendant, in particular pregnant women.^{xxiv} The country lacks official reliable data on the living conditions of its Afro-descendant population, a major barrier to ensuring inclusive, intersectional SRHRJ is upheld. Presidential elections are to be held this year, acting as an opportunity for a shift in government and a renewed focus on SRHRJ.

In **Puerto Rico**, the current governor **Pedro Pierluisi**, embraces an annexationist stance, denying **Puerto Rico's** status as a LAC country and insisting it is a **US** territory.^{xxv} Consequently, the government rejects accountability or representation before UN bodies like ECLAC. Beyond this, **Puerto Rico** faces an unprecedented economic, social, and political crisis due to socio-natural disasters, the **COVID-19** pandemic, and overwhelming government debt. The education and health systems are on the brink of collapse, prompting the government to attract foreign investors, leading to the displacement of vulnerable communities, particularly women.^{xxvi} This dire situation makes **Puerto Rico** the most impoverished territory under **US** control.

1.8. South America

1.8.1 Southern Cone

The recent political landscape in **Brazil** has been marked by the challenging four years of former President **Jair Bolsonaro** (2019–2022) coupled with the after-effects of the **COVID-19** pandemic, both of which led to significant setbacks for gender equality in the country. **Bolsonaro's** election in 2018 symbolized a reversal and neglect of the advances made by gender equality activists in the decades before. Currently, the **Brazilian** congress is divided into five ideological groups, with conservatives holding most seats (**40%**), while feminists hold a mere **20%**, posing significant obstacles to passing progressive reforms and legislation. ^{xxvii} However, despite these challenges, the inauguration of progressive President **Lula da Silva** in 2023 has set in motion positive developments, including efforts to revitalize **SRHRJ** initiatives. ^{xxviii}

Uruguay's legal frameworks reflect a commitment to **SRHRJ**, with these principles, aligned with international human rights standards, embedded into national laws during the “progressive cycle” of the previous government (2005–2019). ^{xxix} However, under the current government, which took power in 2020, President **Lacalle Pou** (2020–2025), has implemented cuts in funding, impacting the continuity and effectiveness of **SRHRJ** initiatives. ^{xxx}

Four years after the social uprising in 2019 in **Chile**, President **Gabriel Boric** has faced a number of setbacks, led by conservative groups and conservative politicians, such as the rejection of a progressive constitutional project in 2021 and the drafting of a second project by a conservative majority in 2023. ^{xxxi} The rejection of both projects means that the constitution enacted by conservative dictator **Augusto Pinochet** in the 1980s, continues in place. ^{xxxii}

Conservative groups in **Paraguay**, supported by the **US** Christian advocacy group Alliance Defending Freedom, have actively lobbied for banning gender discussions in classrooms in the country. ^{xxxiii} The absence of specific laws, clear policies, and guidelines, coupled with a political landscape marked by mis- and disinformation, has led to the characterization of the country as an “anti-rights think tank”. ^{xxxiv}

In **Argentina**, concerns have emerged regarding the potential impact on **SRHRJ** following the recent election of ultra-conservative President **Javier Milei**. Advocates in the country fear for a reversal of the progress made during the progressive administrations of the **Kirchners** (2003–2015). In fact, at the beginning of February 2024, **Milei's** party submitted a bill to Congress seeking to repeal abortion laws, even in cases of rape. ^{xxxv} While **Milei's** spokesperson has denied this bill as part of the broader governmental agenda, stating that the President is focused on more “urgent matters,” alerts have been raised in the face of threats to **SRHRJ**, given the claims made by the new President. ^{xxxvi}

1.8.2 Andean Region

In **Bolivia**, the aftermath of the 2019 coup against **Evo Morales**, who governed the country for nearly 14 years, and the ongoing rivalry with current president **Luis Arce**, have cast doubts on the stability of progressive governance in the country. ^{xxxvii} Despite modest progress on **SRHRJ**, concerns persist regarding the fragility of the State's systems, particularly in guaranteeing **SRHRJ** for adolescents, women and gender-diverse individuals in rural areas.

In **Colombia**, **Gustavo Petro** assumed office in 2022 with a progressive agenda that included a bill promoting **CSE** in all public and private institutions, ^{xxxviii} alongside other reforms and policies, including the establishment of the Ministry of Equality to safeguard **SRHRJ**. ^{xxxix} However, tensions in Congress, fueled by opposition from conservative, religious representatives labeling the reform as “gender ideology,” have hindered the bill's approval. ^{xl} Lack of majority support, even within his own party, has left President **Petro's** progressive agenda largely unfulfilled. ^{xli}

Peru has faced significant political fragmentation and turmoil since 2018 and its current President, **Dina Boluarte**, was put in place by Congress after the previous President **Pedro Castro** was removed in 2022. ^{xlii} The current majority in Congress leans towards the conservative and ultra-conservative, and **Boluarte's** government is perceived as conservative authoritarian. ^{xliii} The case of Mila, an 11-year-old girl who, from the age of six was systematically abused by her stepfather and found 13 weeks pregnant, has garnered international attention and condemnation by the **UN** for violating the rights of an abused child, prompting calls for increased protection for children and guaranteed access to comprehensive **SRHRJ**. ^{xliu}

Since 2016, **Venezuela**, led by President **Nicolás Maduro** who took power in 2013, has faced a deepening crisis marked by food scarcity, poverty, inequality, severe healthcare access issues, conflicts related to citizen insecurity, an increase in the informal economy, and significant emigration. This multifaceted crisis unfolded amidst deficiencies in state institutions, political polarization, unilateral coercive measures applied by the **US**, and widespread corruption. ^{xlv}

Recognizing the crisis as a complex humanitarian situation in 2018, the **UN**, in collaboration with President **Maduro's** government, and the **Venezuelan** government initiated humanitarian aid. The humanitarian crisis, exacerbated in 2020 by the **COVID-19** pandemic, has severely impacted access to healthcare, including **SRHRJ**. ^{xlvi}

Currently facing a major security crisis, **Ecuador**, under President **Gustavo Noboa's** declaration of an “internal armed conflict” in January 2024, raises concerns about **SRHRJ** in the country, exacerbating already existent challenges. ^{xlvii} Human Rights Watch has expressed concerns about the wave of violence faced by citizens of **Ecuador**, ^{xlviii} resulting in significant impacts on public services in education, health, social security, employment, **SRHRJ** and other essential areas.

SRHRJ in the Montevideo Consensus

The Montevideo Consensus (MC) agreed on by all governments of the LAC region in 2013 at the first Regional Conference on Population and Development (RCPD) stands as one of the most progressive intergovernmental agreements concerning SRHRJ. This agreement serves as a regional landmark dedicating an entire chapter to “Universal access to sexual and reproductive health services.” Chapter D has 14 priority actions that include promoting policies that enable individuals to exercise their sexual rights freely and without coercion, reviewing legislation to ensure access to comprehensive SRHS, designing programs to eradicate discrimination based on sexual orientation and gender identity, guaranteeing universal access to quality SRHS for all individuals, strengthening measures for HIV/AIDS prevention and treatment, eliminating preventable maternal morbidity and mortality, ensuring access to safe abortion services (SAS) where legal, promoting prevention and self-care programs for men's SRH, and guaranteeing effective access to comprehensive healthcare during the reproductive cycle. Additionally, these actions emphasize the need to allocate sufficient financial, human, and technological resources to ensure universal access to SRHS without discrimination.

This report delves into five priority topics outlined in Chapter D of the MC, each addressing crucial aspects of SRHRJ. Regarding abortion, priority actions 40 and 42 of the MC aim to reduce maternal morbidity and mortality by improving abortion services where legal or decriminalized. CSE is addressed in priority action 40, recognizing its role in preventing maternal morbidity and mortality. Gender-Based Violence (GBV) is emphasized in priority actions 33 and 34, aiming to ensure individuals' rights to a life free from discrimination and violence, enabling them to exercise their sexual rights without coercion or discrimination. Access to SRHS, especially family planning and contraception, is covered in priority actions 40, 43, and 44, striving to ensure access to culturally relevant and scientifically sound contraceptive methods, including emergency oral contraception, alongside counseling and comprehensive care, including maternal health services and compassionate obstetric care. Finally, Youth-Friendly Services (YFS) are addressed under priority action 35, aiming to expand access to SRHS, including comprehensive user-friendly services tailored to adolescents and youth.

1.9. Towards ICPD+30

The **LAC** region faces numerous challenges in realizing universal access to **SRHRJ**, exacerbated by the **COVID-19** pandemic. Disruptions in services, including family planning, prenatal care, childbirth, abortion, and post-abortion care, have underscored the urgent need to address these issues. ^{xlix} Persistent obstacles such as financing constraints, unequal resource distribution, and variations in service quality persist across the region, further exacerbated by the **COVID-19** pandemic. ^l

Amidst these challenges, the significance of **SRHRJ** cannot be overstated, particularly in the context of the commemoration of the 30th anniversary of the International Conference on Population and Development (**ICPD+30**) in 2024 and the broader 2030 Agenda for Sustainable Development. **SRHRJ** are fundamental human rights, essential for individuals' well-being.

Despite the challenges posed by the pandemic, progress has been made in reducing adolescent fertility rates, highlighting the impact of commitments made in the **MC**. ^{li} However, disparities persist, particularly in the **Caribbean** subregion, where adolescent pregnancy negatively impacts the lives of young women and gender-diverse individuals, hindering their development and perpetuating cycles of poor health and poverty. ^{lii}

The realization of **SRHRJ** is indispensable for advancing the Sustainable Development Goals (**SDGs**), notably **SDG 3** (Good Health and Well-Being) and **SDG 5** (Gender Equality). Target 3.7 of **SDG 3** emphasizes the importance of ensuring universal access to **SRHS**, while Target 5.6 of **SDG 5** highlights the imperative of upholding sexual and reproductive rights. ^{liii}

Upholding **SRHRJ** not only benefits individual health and well-being but also contributes to environmental, social, and economic development. Prioritizing **SRHRJ** within the agenda of **ICPD+30** and the broader framework of the 2030 Agenda is imperative to ensure inclusivity and equitable progress towards the **SDGs**, leaving no one behind.



Fós Feminista / Martín Gutiérrez, Buenos Aires.

2. CSE: Comprehensive Sexuality Education Monitoring and Implementation Insights

The average compliance score of all countries monitored by MQTM related to CSE commitments made in the Montevideo Consensus (MC) has increased by **2%**, rising from **45%** in 2017 to **47%** in 2023. However, scores exhibit considerable variation across countries and sub-regions, indicating uneven progress. Notably, **61%** of the monitored countries included in this report still fall below satisfactory levels, with compliance scores below **40%**. **Haiti** and **Antigua & Barbuda** are not covered in MQTM. Overall, the 18 countries considered in this report score a **43%**.^{liu}

The sub-region exhibiting the lowest compliance score is the **Caribbean**, where rates fall below **25%**. **Central America** follows, with **Mexico** leading with **72%** compliance, while Honduras records the lowest score at **17%**. In **South America**, there are significant disparities among countries, with **Argentina** demonstrating a high compliance rate of **94%**, in stark contrast to **Paraguay**, which reports a considerably lower rate of **15%**.

According to MQTM, CSE stands out as an area within SRHRJ facing considerable resistance against the commitments outlined in the MC. **Argentina**, **Mexico**, and **Venezuela** have taken steps to update their programs and/or curricula, while **Uruguay**, **El Salvador**, and **Paraguay** have either removed content related to CSE or made it optional.^{lu}

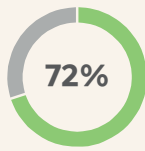


Fós Feminista / APROFA, Chile.

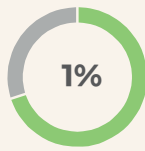
Compliance Percentage



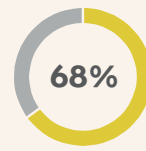
Argentina



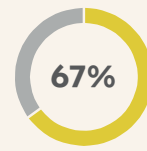
Mexico



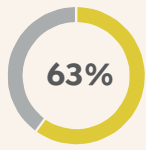
Venezuela



Brazil



Uruguay



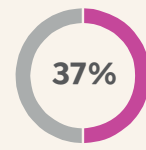
Costa Rica



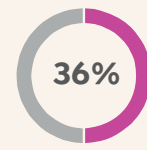
Colombia



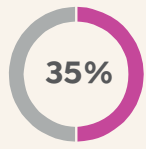
Chile



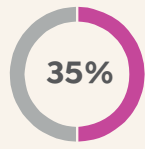
El Salvador



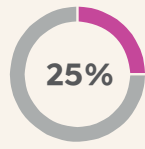
Guatemala



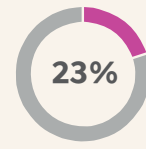
Bolivia



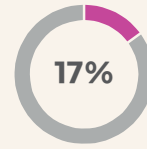
Peru



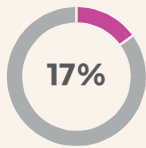
Dominican Republic



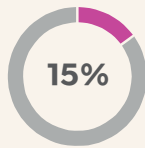
Trinidad & Tobago



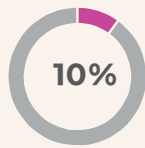
Honduras



Ecuador



Paraguay



Puerto Rico

N.A.

Haiti

N.A.

Antigua & Barbuda

91 - 100%

71 - 90%

56 - 70%

41 - 55%

0 - 40%

2.1. Central America

2.1.1 Legal, Programmatic and Financial Frameworks

A. Legal Frameworks



According to MQTM legal frameworks for CSE are found in four of the five **Central American** countries covered in this report, with **Guatemala** being the exception.

In **Mexico**, a significant milestone was reached in 2019 when a constitutional reform was passed that embeds a gender perspective in **CSE** curricula and a mandate to include these in educational plans. However, since 2020, the introduction of “Parental PIN” proposals in various states allows parents to veto educational content thus creating a considerable barrier to the legal framework. ^{lvi}

El Salvador promotes **CSE** in public institutions through the recently adopted “Crecer Juntos” law. ^{lvii} However, substantial responsibility continues to be placed on families, diminishing the role of the state. Furthermore, the actual integration of **CSE** into curricula remains limited.

In **Guatemala**, institutional and normative frameworks mandate **CSE** and integrate it into the National Base Curriculum. ^{lviii} However, conservative resistance to its inclusion in the curriculum is a major barrier for effective implementation. The country’s latest Public Policy for the Protection of Life and Family Institutionalism (2021-2032) prioritizes the protection of life from conception and the centrality of the family, emphasizing a conservative approach to **CSE**. ^{lix}

Costa Rica recognizes and guarantees the right to **CSE** for all students, however the country grapples with implementation challenges. The absence of an updated National Public Policy on Sexuality (2010-2021) ^{lx} underscores a need for renewed commitment and a comprehensive approach to bridge the gap between legal intent and practical execution. Reports from **CSOs** identify the current government’s alliance with evangelical pastors and anti-rights groups as an attempt to roll back the progress made on **CSE** in the country’s schools.

In March 2023, **Honduras** approved a “Law on Comprehensive Education for the prevention of teenage pregnancy”. ^{lxi} However, it was vetoed by President **Castro**, allegedly in response to pressure from parent groups and conservative movements opposed to the law. Strong opposition from groups like the “Generación Celeste,” ^{lxii} which identifies itself as a movement dedicated to the defense of life and which carries out social, educative and political projects rooted in this value, ^{lxiii} reflects the broader ideological divide in the country.



B. Programmatic Frameworks



According to MQTM, **Mexico** has an **80%** compliance score in relation to CSE in the MC, while **Costa Rica** stands at **60%**. **El Salvador, Honduras,** and **Guatemala** do not have any programs, and therefore stand at a **0%** compliance score. Common implementation challenges identified by CSOs in their reports include unprepared teaching staff, limited measurement tools, and opposition rooted in religious and conservative beliefs.

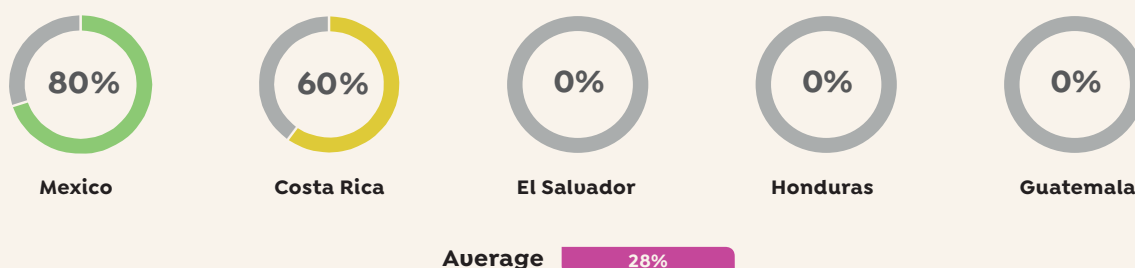
Mexico demonstrates progress in advancing CSE programmatically, through initiatives like the online course "CSE for Educational Communities" implemented under the National Strategy for the Prevention of Adolescent Pregnancy (ENAPEA for its acronym in Spanish).^{lxix} However, a lack of youth participation, teacher training, measurement tools and the evaluation of content delivery raises concerns about the quality and effectiveness of CSE. Adult-centrism poses a significant barrier to adopting a comprehensive approach to CSE, as the specific needs of youth are not considered. CSOs report harmful discourse among teachers, such as linking condom use to "killing a baby," which further hinders students' understanding of SRHRJ.

El Salvador has attempted to incorporate CSE into official educational programs as part of the "National Teacher Training Plan," under the National Intersectoral Strategy for the Prevention of Pregnancy in Girls and Adolescents 2017-2027.^{lxv} However, implementation has been limited and there is a lack of clarity regarding governmental actions to promote CSE. Ongoing disputes and political opposition from ruling party members and the conservative "Unámonos" movement, act as barriers to the integration of CSE, discrediting gender perspectives. In October 2022, the director of the National Institute of Teacher Training (INFOD, for its acronym in Spanish) was suspended following the airing of content on sexual orientation during a children's program "Let's Learn at Home" ("Aprendamos en Casa" in Spanish) on national television.^{lxvi}

Guatemala's Committee of Educators in **AIDS** Prevention (**COEPSIDA**, for its acronym in Spanish) has been a key stakeholder in integrating **CSE** topics into the national curriculum. However, gaps persist in the coverage of **CSE** as programs fall short of covering the full spectrum of essential topics, contributing to a violation of children's rights, and exacerbating issues like **HIV** infections and teenage pregnancies. Barriers include a gender gap in education access, disparities in school enrollment, and insufficient investment and resources, hindering effective implementation. The absence of monitoring and evaluation tools further complicates assessing progress and compliance.

Costa Rica's National Sexuality Policy expired in 2021. Coupled with an education crisis and budget cuts in the social and educational sectors, children and adolescents' timely access to **CSE** is under threat.

Honduras's Ministry of Social Development (**SEDESOL**, for its acronym in Spanish) has employed a collaborative approach in the design of the National Policy for the Prevention of Teenage Pregnancy, where **CSE** is included as a strategic action, with the participation of **CSOs**, government bodies and international actors such as the United Nations Population Fund (**UNFPA**), ^{lxvii} and which has presidential backing. However, religious, and conservative groups continue to oppose emergency contraception and **CSE** in the country. A significant challenge is the widespread lack of awareness and sensitization, largely influenced by a dominant religious culture that shapes conservative public opinion.



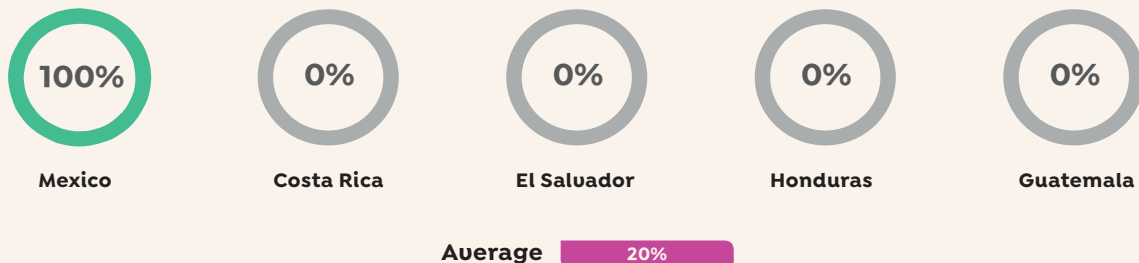
C. Financial Frameworks



According to MQTM only **Mexico** allocates financial resources to **CSE**, however these are incorporated into existing budgets without a dedicated fund. Additionally, data on disbursed funds is not available. Security concerns and a tackling of the **COVID-19** pandemic are prioritized in budgets and lead to a continued diversion of funds away from **CSE**.

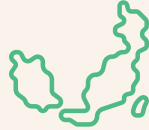
El Salvador faces serious security concerns and allocates funds to this area. In addition, the scarcity of post-pandemic resources raises concerns about the country's ability to invest adequately in **CSE**.

Specific data on assigned and disbursed budgets for **CSE** in **Costa Rica** is not available. However, general budget cuts in the social and educational sectors suggests potential financial challenges. The impact of these cuts on **CSE** programs is unclear, emphasizing the need for transparent financial reporting to understand the impact of underfunding. Detailed financial data for **CSE** in **Guatemala** and **Honduras** is not provided, making it challenging to assess the situation in these countries.



Key Themes

A. Territorial Inequalities



In **Mexico**, rural-urban disparities persist due to limited resources in rural areas. The latest national census from 2020 reveals that **21%** of the population resides in these areas of the country. ^{lxxiii} States with a high indigenous population, such as **Chiapas** and **Oaxaca**, have higher proportions of rural populations, ^{lxxix} indicating a territorial divide intersecting with a sociocultural divide. Urban centers benefit from better educational infrastructure, while rural and indigenous communities face challenges due to inconsistent resource allocation, and resistance to **CSE** grounded in cultural beliefs. Efforts from **CSOs** to address **SRHRJ** in these communities are slow to be accepted.

Financial constraints, mobility issues, and vertical program approaches affect **SRHS** delivery – including **CSE** – to rural areas of **El Salvador**. In **Costa Rica**, the concentration of **SRHS** in the capital exacerbates disparities, with persistent deficits in resources and information to rural and coastal regions of the country.

In **Guatemala**, the establishment of the Intercultural Bilingual Education Vice Ministry in 2003 had the aim of enhancing educational strategies and programs, ^{lxxx} providing bilingual education in schools located in rural areas predominantly inhabited by indigenous populations. ^{lxxxi} However, limitations persist due to the academic background of parents, particularly among indigenous children, hindering the recognition of education's benefits, especially for girls and gender-diverse children.

In **Honduras**, vulnerable youth living in rural areas grapple with extreme poverty and displacement. These youths face high rates of abuse, involving minors and pregnant adolescents, coupled with limited access to information, health services, and education. Illiteracy rates among rural women stand at **17.1%**, higher than the national average, influenced by economic constraints and stigma. ^{lxxii lxxiii} Overall, there is a generalized call for a more nuanced and inclusive approach to developing policies related to **CSE**, that consider the unique challenges faced by rural communities in these countries.

B. Data Access, Generation, and Quality



Countries in the **Central American** sub-region lack official data on **CSE** indicators, hindering efforts for effective monitoring and evaluation. In **Mexico** available data on **CSE** is not disaggregated or up to date. A 2023 study highlighted the absence of indicators to measure secondary school students' knowledge about **CSE** and a lack of mechanisms to verify its implementation in schools. ^{lxxiv}

In **El Salvador**, official data is lacking. Instead, observatories and non-official sources play a critical role in providing insight to the state of **CSE** implementation in the country. This reliance on alternative sources is a barrier to obtaining accurate and comprehensive data on the progress and outcomes of **CSE** initiatives.

Similarly, in **Guatemala**, official data is lacking, and existing sources are updated irregularly and lack disaggregation by relevant variables. The Observatory of Sexual and Reproductive Health (**OSAR**, for its acronym in Spanish), ^{lxxv} operating in alliance with the Congress of **Guatemala**, academic institutions, and **CSOs**, remains a significant source for continuous monitoring of relevant data on **SRHRJ**. However, the overall absence of standardized and reliable data hampers a comprehensive understanding of **CSE** progress in the country.

In **Costa Rica**, the Ministry of Public Education provides no reliable data on the progress and outcomes of **CSE** in schools and colleges, and in **Honduras**, the reliance on non-official data sources presents a challenge to understanding and tracking progress on **CSE**.

Improved data collection methods and enhanced governmental support are imperative for overcoming this critical gap and ensuring informed decision-making for **CSE** initiatives.

C. Systematically Excluded Communities



Little attention is paid to **SEC** within existing **CSE** initiatives across the **Central American** sub-region. Afro-descendants, indigenous communities, disabled women, transgender, and gender-diverse individuals are often overlooked in the planning and implementation of **CSE** programs. The report titled "From the Margins to the Center" ^{lxxvi} confirms this observation, indicating that most countries in **Central America** lack explicit legal, programmatic, and financial frameworks tailored to address the specific needs of these excluded groups.

Youth and adolescents are the only **SEC** whose centrality to **CSE** progress is acknowledged by decision-makers. However, the focus on this demographic is not comprehensive, leaving out important considerations for the diverse needs within this age group.

Red-LAC, the Latin American and the Caribbean Network of Youth for Sexual and Reproductive Rights, notes structural ageism in **CSE** programming within the sub-region. This includes challenges such as adult-centrism, persistent taboos and stigmas surrounding youth sexuality, stringent requirements for guardianship to access both education and **SRHS**, paternalistic behaviors, breaches in privacy and confidentiality, and limited outreach to youth by governments in **Mexico, Guatemala, and El Salvador**. These issues collectively contribute to a restrictive environment that hinders the effectiveness of **CSE** initiatives, particularly in reaching and serving diverse youth populations.

D. Intersectional and Intercultural Approach



There is a general lack of acknowledgement and inclusion of intersectional and intercultural approaches to **CSE** programming in this sub-region. The Continental Link of Indigenous Women of the Americas (**ECMIA** for its acronym in Spanish) reports significant challenges in providing intercultural **CSE** that considers indigenous worldviews, ancestral knowledge, and cultural practices. Information in indigenous languages is lacking. **ECMIA** reports that while the National Institute of Indigenous Peoples (**INPI**, for its acronym in Spanish) in **Mexico** conducts consultative processes with indigenous communities on **SRHRJ**, yet these efforts do not always align with cultural beliefs and are not consistently available in indigenous languages. ^{lxxvii}

E. CSO Participation



In examining **CSE** initiatives across **Central American** countries, several commonalities and challenges emerge. In **Mexico**, under the "Law of Comprehensive Education for the Prevention of Teenage Pregnancy" funding is provided to **CSOs** with expertise on **CSE** to carry out workshops across Federal Entities. ^{lxxviii} Additionally, a monitoring committee evaluates the achievement of project goals in each federal entity. This committee consists of representatives from governmental institutions, state advisory counselors, **CSOs**, academia, and program users, highlighting a collaborative approach. ^{lxxix}

In **El Salvador**, **CSO**-led initiatives drive localized initiatives for **CSE** throughout the country. ^{lxxx} In **Guatemala** **CSOs** carry out awareness campaigns, peer-to-peer workshops, student training, research and evidence generation, and they participate in legislative initiatives. Across the sub-region, **CSOs** are often the only actors reaching the most marginalized communities.

In **Costa Rica**, feminist civil society organizations are vocal advocates demanding quality **CSE**, with positive results such as **CSE** policies and significant reductions in adolescent pregnancies. Nevertheless, reliable data from the Ministry of Public Education on the progress and impacts of **CSE** in schools and colleges is lacking. In Honduras, a country with a high adolescent pregnancy rate, feminist **CSOs** established the "Coalición por la **ESI**" (Coalition for **CSE**) in 2023, marking an important development in government accountability. This coalition has played a significant role in conducting informational campaigns, and political advocacy strategies for **CSE**.

3.1. The Caribbean

3.1.1 Legal, Programmatic, and Financial Frameworks

A. Legal Frameworks



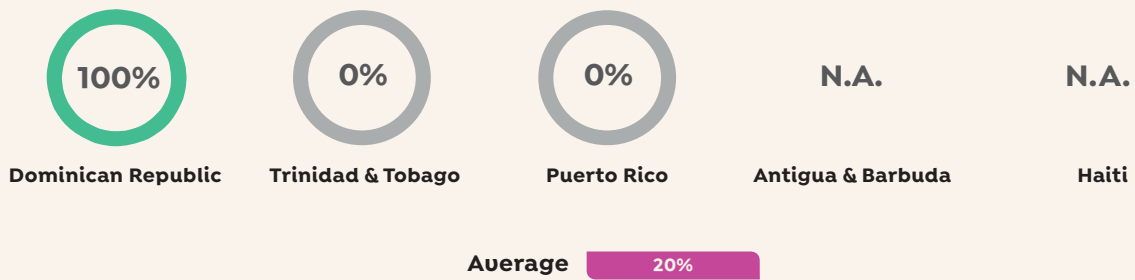
MQTM shows compliance scores for legal frameworks across **the Caribbean** as deficient, with **Trinidad & Tobago** and **Puerto Rico** standing out with a **0%** compliance rate compared to the **Dominican Republic** with a **100%** compliance rate. **Antigua & Barbuda** and **Haiti** remain unmonitored by MQTM.

In **Antigua & Barbuda** the National Policy on Health and Family Life Education (**HFLE**) has been in place since 2010. ^{lxxxix} However, the absence of specific laws, policies, or guidelines dedicated to **CSE** highlights a gap in regulatory measures. Reports from **UNESCO** ^{lxxxix} and **WHO** ^{lxxxix} indicate that the government, led by Prime Minister **Gaston Browne** since 2014, has taken some steps to acknowledge the importance of **CSE**. **Haiti**, facing a severe humanitarian crisis, reports a dysfunction of the health system and significant governance issues, including the absence of a legal government, raising concerns about the enforcement of any existing legal frameworks. ^{lxxxix}

In **Trinidad & Tobago**, policies such as the National Sexual and Reproductive Health Policy and the National Youth Policy emphasize age appropriate **CSE**. ^{lxxxix} Yet, these policies lack clarity on implementation. Moreover, the legal framework does not recognize or guarantee the right to **CSE** for adolescents under 18 and there is a reliance on the deficient and non-mandatory **HFLE** curriculum. Resistance to incorporating **CSE** in school curricula emerged due to a recent controversy over the availability of **LGBTIQ+** books in local stores on the island. ^{lxxxix} To date, **CSE** has not been implemented in schools.

The **Dominican Republic** passed a national policy on gender in 2019, however the repeal of an ordinance which required gender-sensitive programming across different levels of pre-university education, ^{lxxxix} reversed the progress made. The absence of a robust legal framework for **CSE**, coupled with deeply ingrained societal attitudes perpetuating harmful stereotypes about gender and sexuality, as well as rampant gender-based violence poses significant challenges.

In **Puerto Rico** initiatives such as a Committee for Prevention, Support, Rescue, and Education on Gender Violence (**PARE**, for its acronym in Spanish) ^{lxxxix} attempt to integrate a gender perspective in school curricula. However, persistent opposition, political pressure, and the exclusion of **CSE** from curricula pose significant challenges. The absence of state action, oversight, budget, and specific programs further deepen existing gaps.

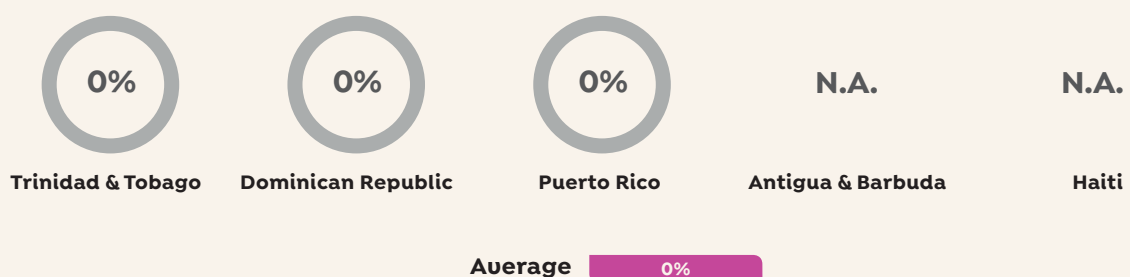


B. Programmatic Frameworks



All **Caribbean** countries covered by MQTM have **0%** compliance scores related to programmatic frameworks for **CSE**. The **CSOs** providing information for this report indicate that while some countries engage in investigative committees, such as **Trinidad & Tobago's** parliamentary committee on teenage pregnancy, and public hearings on **CSE**, the lack of clear reporting mechanisms and programmatic commitments raises concerns about the effective implementation of **CSE** initiatives. Opposition from conservative groups, inconsistencies in policy adoption, and lacking available information further underscore the complexities in advancing **CSE** programs in the sub-region.

In **Trinidad & Tobago**, a parliamentary committee was established in 2019 to investigate teenage pregnancy, aiming to assess trends, available services, and relevant policies. ^{lxxxix} Public hearings involved stakeholders from government state agencies like the Ministry of Education and **CSOs** such as the National Parent Teachers Association. However, the status of the recommendations' implementation remains unclear. ^{xc} Additionally, fundamentalist groups, such as "Protect Trinidad and Tobago Children," have intensified advocacy efforts to prevent the integration of **CSE** into school curricula.



In **Puerto Rico**, inconsistencies are reported in the inclusion of gender perspectives within **CSE** policies, and the government claims **CSE** is the responsibility of households due to political pressure from anti-rights groups.

Antigua & Barbuda, the **Dominican Republic**, and **Haiti** lack specific information on their programmatic frameworks for **CSE**.

C. Financial Frameworks

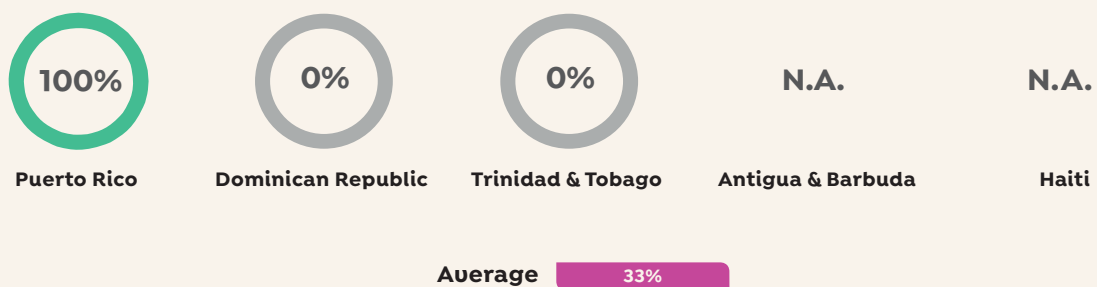


Across the **Caribbean**, MQTM reports limited allocation of financial resources to **CSE** and an overall lack of transparency. Only the **Dominican Republic** reports a compliance score of **100%**.

The lack of clarity on governmental budget items in **Trinidad & Tobago**, particularly for training teachers in **HFLE** and **CSE**, puts into question the ability for programs and policies to be delivered.

In **Antigua & Barbuda**, financial commitment to **CSE** can be derived from the Ministry of Education's budget, but specific details on the assigned and disbursed budgets for **HFLE** are not provided.

The **Dominican Republic**, **Puerto Rico**, and **Haiti** lack data on assigned budget allocations and disbursed budgets. According to MQTM, the **Dominican Republic** claims to allocate specific resources to **CSE**, supported by a detailed budget from the Ministry of Education covering the years 2014-2017. However, **CSOs** report no budget assigned for the design or implementation of a **CSE**. This lack of financial commitment signals a significant barrier to the effective implementation of **CSE** programs in the sub-region.



Key Themes

A. Territorial Inequalities



In **Trinidad & Tobago**, access to **CSE** for students across primary and secondary schools is provided through the administration of the **HFLE** program. However, the absence of implementation data hinders the assessment of whether this approach effectively addresses rural-urban disparities.

In **Antigua & Barbuda**, economic disparities drive territorial inequalities, impacting educational opportunities for students in rural and impoverished urban areas. While public schools use a standardized national school curriculum, private schools utilize alternative methodologies leading to a variability in the delivery of **HFLE**. Data from the Ministry of Education showcases an overcrowding in schools, especially in urban areas,^{xci} linked to the concentration of **Antigua's** population in the city of **St. Johns** and its surroundings^{xcii} due to parents preferring urban-based schools for their children,^{xciii} and a pronounced migration from rural areas due to slow disaster recovery, and coastal settlement patterns.^{xciv} Investing in early childhood education (0-5 age group) is crucial, particularly in rural areas where cultural practices tend to keep young children at home.^{xcv}

In the **Dominican Republic**, rural-urban disparities are associated with unintended pregnancies, suggesting potential variations in **CSE** exposure based on place of residence. According to **CSOs** providing information for this report, the rate of pregnancy in adolescents who have completed 13 years or more of formal education stands at **9%**, while the rate of those who have completed 7 years or less stands at **41%**. Despite these insights, specific data points are crucial to comprehensively understand the extent of these disparities and formulate targeted interventions. **Puerto Rico** acknowledges that lack of public transportation and a prevalent metrocentric approach neglects the population living in rural, coastal, and mountain areas of the island. Both **Puerto Rico** and **Haiti** face data gaps, indicating a need for more detailed information to develop effective strategies for ensuring equitable access.

B. Data Access, Generation, and Quality



No country in this sub-region has reliable and disaggregated data on **CSE**. Without appropriate data, understanding the impact of the absence of **CSE** programs and policies becomes challenging, impeding the ability to address critical issues effectively.

C. Systematically Excluded Communities



Similarly to **Central America**, Afro-descendants, indigenous communities, disabled women, transgender, and gender-diverse individuals are often overlooked in the planning and implementation of **CSE** programs in this sub-region.

The United Caribbean Trans Network (**UCTRANS**) confirms that implementation of **CSE** throughout the **Caribbean** is lacking. The organization indicates that there is a complete absence of mentions of **LGBTIQ+** individuals in all analyzed curricula, leaving this **SEC**, which is prone to bullying due to attached stigma related to sexuality, exposed to increased risk of suffering from depression, and alcohol, and drug abuse. ^{xcvi}

Youth and adolescents in the **Caribbean** continue to face high rates unintended pregnancies and **STIs**. ^{xcvii} This is exacerbated by the taboos associated with discussing sexuality-related topics within **Caribbean** cultures. ^{xcviii}

D. Intersectional and Intercultural Approach



No reports were able to provide information on intercultural and intersectional initiatives related to **CSE** in this sub-region.

E. CSO Participation



In **Trinidad & Tobago**, CSOs actively champion the inclusion of CSE in the HFLE curriculum. Noteworthy organizations, such as the Institute of Gender and Development Studies at the University of West Indies, review the HFLE curriculum, incorporating CSE components. These organizations engage with faith-based groups to address concerns, fostering consensus on curriculum content. The Family Planning Association collaborates with education stakeholders like the National Parent Teachers Association, promoting age-appropriate information.

In **Antigua & Barbuda** there is limited CSO involvement, with few activities carried out by CSOs in collaboration with the Ministry of Education on CSE incorporation into the HFLE. Details on initiatives and progress are lacking. In the **Dominican Republic**, CSOs lead CSE initiatives involving the creation of comprehensive educational manuals and resources, emphasizing anatomy, reproduction, awareness, and prevention. Collaboration with educational institutions and efforts to address menstrual poverty are of note.

In **Puerto Rico**, CSOs and feminist groups advocate for CSE, however the involvement of experts from CSOs in curriculum development faces political resistance. **Haiti** lacks specific data on CSOs involvement in CSE initiatives.

4.1. South America

4.1.1 Legal, Programmatic and Financial Frameworks

A. Legal Frameworks



Legal frameworks across **South America** consistently achieve optimal scores of **100%** for **CSE**, according to **MQTM**.

Despite these scores, in **Brazil**, legislative efforts such as the "School without a Party" bill from 2016 ^{xcix} restricts teachers from promoting ideological beliefs in the classroom, signaling ideological resistance to incorporating **CSE** within legal frameworks. ^{c ci} The bill also sought to classify "ideological harassment" in the classroom as a crime. Additionally, conservative influence continues to hamper the integration of gender equality and sexual diversity topics within the National Education Plan, as evidenced through a law passed in 2014 calling for the removal of these concepts ^{cii} and another law from 2017 prohibiting the discussion of gender issues and sexual orientation in schools. ^{ciii}

Uruguay has embedded **CSE** into national laws that align with international human rights standards. The Sexual Education Program (**PES**, for its acronym in Spanish), implemented since 2008 under the National Administration of Public Education (**ANEP**, for its acronym in Spanish), ^{ciu} prioritizes the institutionalization and provision of quality **CSE**, yet resistance to the 2023 "Educational Transformation" reform limits early-cycle **CSE** and poses challenges to effective implementation.

Chile has set precedents for sexual education policy into its legal foundation since 1993, although these precedents were not mandatory. Since 2010, a law mandates programs on sexual education in schools, particularly in those receiving state subsidies. ^{civ} Recent legislation from 2022, particularly a law on comprehensive protection of the rights of children and adolescents, ensures comprehensive sexual and affective education, emphasizing diversity and non-violence. ^{cvi} Challenges include a biological approach as the laws continue to fall under the legal framework related to fertility. Plans to introduce a bill solely on Comprehensive Affective and Sexual Education in 2023 were announced, but it has not been yet realized.

Paraguay lacks dedicated laws for **CSE**, and the current curriculum does not embrace a comprehensive approach as efforts undertaken by the Ministry of Education and Science (**MEC**, for its acronym in Spanish) have been limited to training **MEC's** teachers and technical supervision staff. The **MEC's** National Plan for Educational Transformation (**PNTE**, for its acronym in Spanish), ^{cvi} does not include a rights-based focus, lacks mentions of multiculturalism, and equality, and has no specific program in place for its implementation.

Bolivia mandates **CSE** through a law passed in 2013. ^{cxviii} This legislation ensures the development of educational policies for both public and private institutions, and the implementation of programs, campaigns, workshops, and seminars providing **CSE**. This legislation is challenged by conservative, religious and parent groups, leading to its inconsistent curriculum implementation. An adult-centric perspective and disinformation campaigns also cause barriers to its implementation.

In **Colombia**, a law from 2013, ^{cxix} incorporates a human rights approach into **CSE** programs. In 2015, the Constitutional Court stepped in to ensure that the Ministry of Education align school guidelines on **CSE** with rights concerning sexual orientation, gender identity, and **SRHRJ**. ^{cx} The most recent law from 2020, ^{cx} provides guidance on introducing **CSE** in parent/caregiver training and ensuring age-appropriate content. Challenges include an absence of mechanisms to evaluate the system's effectiveness, resistance from fundamentalist groups, and the general public's opposition to **CSE**.

In **Peru**, quality **CSE** is ensured through alignment of three national policies that tackle gender equality, youth and adolescent issues. ^{cxii cxiii cxiv} Challenges include conservative legislative initiatives aimed at allowing more parental involvement ^{cxv} and opposing guidelines for gender-neutral language ^{cxvi} as well as inconsistencies in incorporating **CSE** across official documents.

In **Venezuela**, a Resolution by the Ministry of Popular Power for Education in 2015 ^{cxvii} provides detailed guidelines for developing **CSE** curricula. However, challenges persist in the effective implementation of programs and the drafting of comprehensive policies for gender equality education.

Ecuador is committed to **CSE** via its Organic Law of Intercultural Education from 2011 (**LOEI**, for its acronym in Spanish). ^{cxviii} Gaps in **CSE** implementation include challenges in addressing teenage pregnancy, maternal mortality, and pervasive sexual violence, calling for a need for scientific education and life skills development. In 2020, the Inter-American Commission on Human Rights issued a historical ruling recognizing the case of Paola Guzmán Albarracín as a systematic instance of sexual abuse that led to her suicide in 2022 at age 16. The ruling classified **CSE** as a fundamental component of the right to education, emphasizing its mandatory implementation in all educational institutions. ^{cxix} However, opposition to **CSE** resurfaced after the Assembly approved the Organic Health Code (2020), ^{cxx} which incorporated provisions for **CSE**.

In **Argentina**, a law from 2006 ^{cxxi} mandates free access to contraceptives, health counseling, and community initiatives, with the aim of empowering individuals in making informed decisions about their bodies, relationships, and sexual rights. Challenges involve fostering a broader societal dialogue on the significance of **SRH** education, promoting cultural shifts to eradicate discrimination, especially against **LGBTIQ+** individuals and those living with **HIV/AIDS**, and striving for the effective implementation of **CSE**.



B. Programmatic Frameworks



In terms of programmatic frameworks, **Ecuador, Chile, and Paraguay** have none according to MQMT, while **Uruguay and Peru** register limited compliance, at **60%**. **Bolivia** stands at an **80%** compliance score, and **Argentina, Colombia, Venezuela, and Brazil** have **100%** compliance scores.

In **Brazil**, programs implemented by the State over the last decade have shown a commitment to enhancing accessible basic education, equity, human rights, combating intolerance, and ensuring better retention, and learning outcomes for students. ^{cxxii} However, challenges arise from the censorship of **CSE** resources for children aged 10-19 in 2019, during the presidency of Bolsonaro, as well as the Minister of Women, Family and Human Rights in 2022 favoring sexual abstinence as a preventive policy against early pregnancy. ^{cxxiii}

Uruguay's establishment of an evaluation institute to measure efficacy and impact of educational programs, including **CSE**, shows a continued commitment to the issue. However, **CSE** program evaluations are outdated, and regression has been registered through **MQTM** over the past two years.

Argentina's comprehensive approach to **CSE** is noted through programs like the National Plan for the Prevention of Unintended Adolescent Pregnancy (**ENIA**, for its acronym in Spanish). ^{cxxiv} Collaborative efforts between the Ministries of Health, Social Development, and Education ensure adolescents have access to contraceptives, **CSE**, counseling in schools, and community promotion activities across 12 out of 23 provinces. Key components include the Integral Health Counseling in Secondary Schools (**ASIE**, for its acronym in Spanish) program ^{cxxv} which consists of a platform for listening, counseling, and consultation.

Chile provides students attending state-funded schools “Life Sciences” education starting from 1st grade, ^{cxxvi} with a recommendation for teachers to include content on sexuality, affectivity, and gender after 7th grade. ^{cxxvii} Challenges arise due to the variability in program implementation, with each institution developing its own programs. The absence of a guiding framework for **CSE** implementation and the influence of anti-rights groups pose barriers to a uniform and inclusive approach.

Paraguay has made progress by including **CSE** in its National Plan for Sexual and Reproductive Health (2019–2023). ^{cxxviii} However, there is no specific program for the implementation of **CSE**. Challenges include interruptions in implementation due to governmental resolutions prohibiting the dissemination and use of materials related to the so-called “gender ideology” ^{cxxix} and resistance from the wider population. Opposition from conservative government officials, proposed laws against teaching “gender ideology,” and the absence of civil society participation limit the execution of programs.

Bolivia's Plan for Preventing Teenage Pregnancies, passed in 2015 by the Ministry of Justice ^{cxxx} and the Plan for Health and Integral Development of Adolescents (2009–2013) ^{cxxxi} includes the provision of **CSE** for all students. However, challenges arise from the influence of anti-rights groups and a missing guiding framework for effective implementation. The Ministry of Education has relaxed the implementation of curricular content due to pressure from conservative opposition groups.

Colombia's commitment to **CSE** is reflected in specific directives for its provision in the educational system set by the National Development Plan (2022–2026) ^{cxxxii} being implemented by the Ministry of Education. Nevertheless, challenges persist with limited access to information for students, lack of monitoring systems, lack of civil society engagement in the decision-making and design processes for **CSE**, and institutional non-compliance.

Venezuela has integrated **CSE** as a cross-cutting component, emphasizing both a gender and intercultural perspectives, in its National Plan for the Prevention of Early and Adolescent Pregnancy (**PRETA** for its acronym in Spanish) since 2017. ^{cxxxiii} Challenges include limited implementation of educational programs and the absence of civil society involvement by the government, indicating a need for broader societal engagement.

In **Ecuador**, collaborative initiatives between the Ministry of Education, **UNFPA** and **UNESCO**, include the design of **CSE** curricular learning opportunities, ^{cxxxiv} and online courses for teachers on **CSE**. ^{cxxxv} The Teen Pregnancy Prevention in the Educational Environment Project launched in 2022 by the Ministry of Education, aims to prevent and support pregnancies, maternity and paternity among children and youth within the National Education System. ^{cxxxvi}

Challenges persist as students have limited access to information through educational institutions, and therefore rely on peers, risking the spread of misinformation.



C. Financial Frameworks



Financial frameworks for CSE are lacking in most **South American** countries, except for **Argentina, Brazil, and Venezuela**, according to MQTM.

In **Brazil**, specific budgetary details for programs related to CSE since 2013 amount to a total disbursed sum of R\$17,889,359,425.50 (approximately USD\$3.6 billion).^{cxxxvii} However, post-2015 reporting changes,^{cxxxviii} coinciding with the impeachment of former President **Dilma Rousseff**,^{cxxxix} have led to alterations and information gaps, leading to omissions in program-directed budgets.

Uruguay has decreased its education budget over the past years, dropping from **4.9%** of GDP in 2020 to **4.5%** in 2022.^{cxli} This decline raises questions about the feasibility of executing effective educational reforms and poses a significant challenge to maintaining and enhancing education quality in the coming years.

Chile's 2023 budget does not specify allocations for CSE,^{cxlii} signaling a potential gap in funding for this critical aspect of education.

Paraguay faces challenges as there are no specific budgets allocated for CSE, and information on **Bolivia's** assigned budget is not available, hindering a comprehensive analysis of financial trends. In **Colombia**, although a total education budget of 54.8 billion pesos approximately USD\$14 million was allocated for 2022,^{cxliii} specific budgetary information regarding CSE is unavailable.

Peru has no specific budget tied to **CSE**. Funding from the General Directorate of Regular Basic Education was primarily directed towards planning, development, and distribution of educational materials in 2023, ^{cxliii} raising concerns about the adequacy of financial support for **CSE**.

Venezuela assigned a budget of 7,567,546 Venezuelan Bolivares (approximately **USD\$ 250,000**) to its **PRETA** Plan in 2023.^{cxliu} However, the lack of information on actual disbursed funds limits our understanding of met needs.

Ecuador lacks detailed data on allocated or disbursed budgets for **CSE**. The report from **CSOs** notes substantial healthcare costs incurred by the government due to a lack of robust **SRH** policies, estimating an educational opportunity cost of \$59.6 million **USD**, according to a study on the costs of omission in **SRH** in **Ecuador** carried out by the Ministry of Public Health, Senplandes, **UNFPA**, and **SENDAS** in 2017. ^{cxlv} These trends across the **South American** sub-region, highlight a need for transparent and targeted financial frameworks to ensure the effective delivery of quality **CSE** across the sub-region.



Key Themes

A. Territorial Inequalities



Territorial inequalities in **South American** CSE programs are influenced by a complex interplay of urban-rural disparities and specific challenges faced by **SEC**. In **Chile**, CSE materials are distributed to only **33%** of operating institutions, mostly to private and paid institutions, raising questions about disparities in program reach. ^{cxli}

In **Bolivia**, while urban areas benefit from programs that comprehensively address issues related to early and adolescent pregnancies, rural areas are neglected by the State, ^{cxlii} impacting access to healthcare and education. **Paraguay** highlights disparities between urban and rural areas that affect indigenous communities, so-called peasants, Afro-Paraguayans, people with disabilities, and **LGBTIQ+** individuals.

In **Colombia**, those without formal education, residing in rural areas, and from lower wealth quintiles have less access to **CSE**, according to the **CSO** reports.

In **Peru** there is a noticeable discrepancy between **CSE** guidelines and the reality, showcased by the high prevalence of adolescent pregnancy, especially in rural areas.

Venezuela's technical standards and guidelines incorporate **CSE** at the national level, yet the capacity of state institutions to implement them is limited. The Humanitarian Response Plan for 2022-2023 does not cover the entire national territory, excluding rural areas with difficult access and home to vulnerable populations, according to the **UN's** Office for the Coordination of Humanitarian Affairs. ^{cxliiii}

In **Brazil's** southeast, northeast, and midwest regions, home to Afro-descendant and indigenous rural populations, higher rates of child sexual violence were recorded between 2015 and 2021, ^{cxlix} linked to limited access to educational content on sex and sexuality. ^{cl} There is an urgent need for targeted interventions and comprehensive policies to address these disparities.

Argentina is addressing provincial disparities through the Enia Plan, ^{cli} in which Territorial Focal Teams for **CSE** focus on sexual health, integral health counseling in secondary schools, community counseling, and corresponding provincial programs. It adopts an intersectional vision, acknowledging the diverse challenges across the different provinces. While this approach takes into account territorial inequalities, vulnerability conditions, and interculturality, disparities among provinces persist.

Data from **Uruguay** does not provide information on territorial inequalities.

A study on the state of rural youth in **Ecuador**, found lower levels of education in this demographic as well as increased rates of teenage pregnancy, elevated instances of violence, and a lack of parental affiliation with the social security system, when compared to youth living in urban centers. ^{clii} This indicates a potential lack of **CSE** delivery in rural areas.

B. Data Access, Generation, and Quality



Countries across the sub-region lack access to comprehensive data. In **Chile, Paraguay, Bolivia** and **Colombia** a lack of information on **CSE** implementation hinders a true understanding of the issue. **Peru's** Montevideo Consensus Control Panel also reports data gaps, hindering a comprehensive understanding of the state of **CSE** in the country.

In **Argentina**, on the other hand, the government collaborates with the National Institute of Statistics and Censuses ^{cliii} to address data challenges, focusing on statistically representing the Afro-descendant community and formally establishing the "National Center for Population Studies" in 2022. ^{cliv} **Brazil** did not report on data available for **CSE**. **Venezuela** lacks official data on **CSE**, beyond the data provided by the Humanitarian Response Reports.

C. Systematically Excluded Communities



In **Brazil**, government Resolutions from 2016 and 2018 recognize transvestite and transgender individuals' gender identity in school records. ^{clv} Of note are also efforts by the **Brazilian** media, especially television and online platforms, that produce content to advance discussions related to gender and sexual diversity. ^{clvi}

Paraguay recognizes the specific needs of indigenous communities, so-called peasants, Afro-Paraguayans, people with disabilities, and **LGBTIQ+** individuals living in urban and rural areas in the National Plan for Sexual and Reproductive Health 2019-2023, ^{clvii} however the implementation challenges outlined above make it difficult to assess actual impact for these communities.

In **Colombia**, the needs of adolescents and youth are specifically incorporated into **CSE** programming, however other **SEC** are notably missing. In **Venezuela**, information is missing regarding the distribution of **CSE** materials to students, particularly those belonging to **SEC**.

Peru and **Colombia** have incorporated the variable of indigeneity into their national censuses; however, it is unclear if the specific needs of these populations are incorporated into **CSE** programs. **Argentina** stands out for its efforts in developing **CSE** materials in indigenous languages, ^{clviii} although the distribution of such materials remains limited across institutions.

D. Intersectional and Intercultural Approach



Venezuela adopted an intercultural perspective in its National Plan for the Prevention of Early and Adolescent Pregnancy, ^{clix} which includes **CSE** as a cross-cutting component. Similarly, **Ecuador's** Organic Law of Intercultural Education, ^{clx} includes a pledge to deliver **CSE**.

The need for a more focused incorporation of intercultural and intersectional perspectives in **CSE** across the sub-region remains crucial.

E. CSO Participation



In **Brazil**, **CSOs** participate actively in **CSE** programming, organizing encounters for youth to discuss their needs, and producing educational content to tackle important information gaps.

In **Uruguay**, **CSOs** have been continuously excluded from decision-making spaces since the election in 2020, a concerning situation since the last assessment of **CSE** programs dates back to 2016. ^{clxi}

In **Chile**, a participatory approach involves educational teams and civil society in **CSE** initiatives with the aim of sensitizing participants to sexist practices, promoting equality, and rebuilding trust within educational communities. **Paraguay's** First National Seminar on **CSE** convened by **CSOs**, led to the creation of the "Jaku'e por la **EIS**" alliance in 2019 which comprises various organizations from civil society, collectively advocating for a **CSE** public policy. In **Bolivia** **CSOs** have collaborated with the Ministry of Education in updating the **CSE** curriculum.

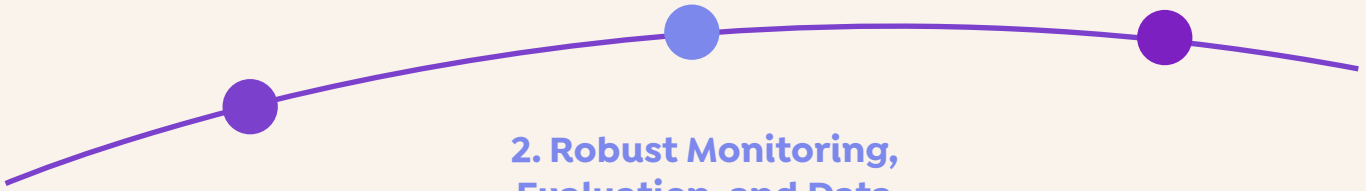
Colombia's CSOs focus on targeted outreach in marginalized areas, utilizing extracurricular spaces for CSE. While **Venezuelan** CSOs actively participate in formulating projects related to CSE, they are not included in drafting legal frameworks and public policies.

In **Ecuador** CSOs, such as the Centro Ecuatoriano para la Promoción y Acción de la Mujer, collaborate with the government to implement CSE activities, however CSO engagement can be strengthened. **Argentina's** government actively engages CSOs on CSE across its diverse territories. It emphasizes the importance of an inclusive approach to policymaking, ensuring the involvement of communities and promoting a comprehensive understanding of demographic dynamics.



Fós Feminista / Antigua & Barbuda

Recommendations



1. Standardized Legislative Reforms and Alignment:

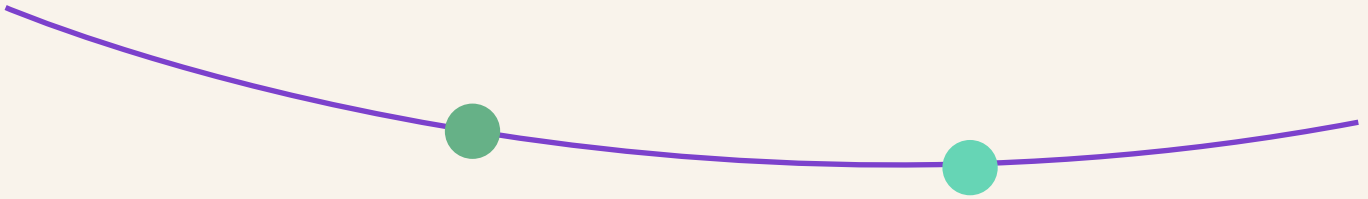
- Ensure adherence to international guidelines for CSE.
- Initiate legislative changes incorporating mandatory reporting and age-appropriate CSE, emphasizing cultural sensitivity, rights-based approaches, and gender responsiveness.
- Advocate for secularism in education, limiting the influence of religious groups.

2. Robust Monitoring, Evaluation, and Data Production:

- Implement effective monitoring for CSE programs, covering teacher training, curriculum updates, and data production.
- Establish continuous evaluation mechanisms to assess the impact of CSE on students and identify areas for improvement.

3. Community Engagement and Awareness:

- Improve community awareness through dissemination campaigns.
- Involve communities, families, and civil society in designing and delivering CSE programs.
- Encourage regular meetings between teachers, civil society, and communities to assess CSE effectiveness.



4. Holistic Teacher Training and Inclusive Education:

- Prioritize ongoing teacher training in **CSE** with a focus on secularism and human rights.
- Implement a holistic approach in **CSE** addressing emotional, psychological, social, and ethical dimensions.

5. Financial Resource Mobilization, Adolescent Support, and Multisectoral Integration:

- Mobilize financial resources for quality **CSE**.
- Establish a common agenda for adolescents and youth, focusing on reducing early and unintended pregnancies.
- Promote intersectoral collaboration involving healthcare professionals, indigenous communities, child protection units, the justice system, and adult education initiatives to comprehensively prepare teachers.

Best Practice



Context

Peru faces challenges in implementing **CSE**, but noteworthy initiatives, such as the Montevideo Consensus Control Dashboard ^{clxii} and the "Building Equality" leadership program, showcase progress made. The Montevideo Consensus Control Dashboard monitors compliance indicators, while the "Building Equality" program, implemented by the Educational Management Unit of Coronel Portillo (**UGEL**, for its acronym in Spanish) in Ucayali, stands out for its impact.



Challenge

Amid the **COVID-19** health emergency, **Peru's** regional education offices (**DRE/GRE**, for its acronym in Spanish) and Local Educational Management Units (**UGEL**, for its acronym in Spanish) nationwide were required to innovate to ensure students continued receiving education. Multiple strategies were deployed for quality educational services, emphasizing collaborative governance at the local level to prevent interruptions.

The Initiatives

"Building Equality" aimed to foster a welcoming school environment with a focus on emotional support, coordination with public and private institutions, and the promotion of empathy and gender equity within the UGEL of Coronel Portillo's educational communities. ^{clxiii}

Emotional Support for Directors and Teachers:

Provided emotional support to school directors and teachers, recognizing the crucial role of emotional well-being in effective teaching.

Cultural Inclusivity through Language Translation:

Translated educational materials into the Shipibo-Konibo language to ensure inclusivity and deliver education to native communities in the Masisea district.

Webinars for Socio-Emotional Support:

Conducted a webinar series addressing various socio-emotional support topics, creating an interactive platform for learning and discussion.

Strategic Partnerships for Socio-Emotional Support:

Collaborated with strategic partners to conduct socio-emotional support activities, emphasizing the importance of collective efforts in nurturing the well-being of the educational community.

Radio Program "Connect with Your Emotional State":

Launched the radio program to connect with families over the weekends, providing valuable insights on emotional well-being for children and adolescents.

Key Takeaways

Increased Teacher Engagement:

Directors and teachers display a greater willingness to tailor their teaching methods according to the context and needs of students.

Enhanced Student Participation:

Active student participation increased, with **82%** in June and **83.8%** in July 2021, surpassing the previous year's records. ^{clxiu} This suggests a positive impact on student engagement.

Reduced Stress Levels for Educators:

Through socio-emotional support, stress levels among school leaders and teachers decreased, fostering an optimal and empathetic working environment.

Empowered Families:

Families gained tools to educate, guide, and support their children, contributing to collaborative efforts between teachers and parents.

References

i CEPAL (2023). Propuesta de segundo informe regional sobre la implementación del Consenso de Montevideo sobre Población y Desarrollo. Santiago: Naciones Unidas. Available at: <https://celade.cepal.org/documentos/plataforma/Update/RecursosDifusion/Propuesta%20de%20segundo%20Informe%20regional%202023.pdf>

ii UNFPA/FLACSO (Fondo de Población de las Naciones Unidas/Facultad Latinoamericana de Ciencias Sociales) (2022), Estado del arte de la EIS en América Latina 2021 [online] Available at: https://lac.unfpa.org/sites/default/files/pub-pdf/estado_del_arte_de_la_esis_final_para_difundir.pdf

iii CEPAL (2023). Propuesta de segundo informe regional sobre la implementación del Consenso de Montevideo sobre Población y Desarrollo. Santiago: Naciones Unidas. Available at: <https://celade.cepal.org/documentos/plataforma/Update/RecursosDifusion/Propuesta%20de%20segundo%20Informe%20regional%202023.pdf>

iv CEPAL (2023). Propuesta de segundo informe regional sobre la implementación del Consenso de Montevideo sobre Población y Desarrollo. Santiago: Naciones Unidas. Available at: <https://celade.cepal.org/documentos/plataforma/Update/RecursosDifusion/Propuesta%20de%20segundo%20Informe%20regional%202023.pdf>

v For further information, access: <https://miraquetemiro.org/>

vi For further information, access: <https://www.theguardian.com/world/2018/apr/13/trinidad-and-tobago-sexual-offences-act-ruled-unconstitutional>

vii For further information, access: <https://www.worldpoliticsreview.com/pink-tide-south-america-politics-economy/>

viii ECLAC (2020). “Risks of the COVID-19 pandemic for the exercise of women’s sexual and reproductive rights. Available at: <https://repositorio.cepal.org/server/api/core/bitstreams/dfd4fbb8-5141-4348-a513-9455c2d8cae4/content>

ix For further information, access: <https://repositorio.cepal.org/server/api/core/bitstreams/dfd4fbb8-5141-4348-a513-9455c2d8cae4/content>

x For further information, access: <https://cimacnoticias.com.mx/2018/09/25/amlo-debe-dar-continuidad-a-politica-publica-sobre-embarazos-no-deseados/#gsc.tab=0>

xi For further information, access: <https://www.theguardian.com/world/2023/sep/06/mexico-decriminalizes-abortion>

xii For further information, access: <https://www.hrw.org/world-report/2023/country-chapters/el-salvador>

xiii For further information, access: <https://www.dw.com/en/el-salvador-bukele-confirmed-as-president-after-final-count/a-68222384>

xiv For further information, access: <https://www.commondreams.org/news/bukele-human-rights>

xv For further information, access: <https://www.bbc.com/mundo/noticias-america-latina-66567019>

xvi For further information, access: <https://distintaslatitudes.net/explicadores/bernardo-arevalo-guatemala>

xvii For further information, access: <https://ameliarueda.com/nota/alvarado-firma-norma-aborto-terapeutico-cuando-determine-buen-momento>

xxviii “Generación Celeste por una Honduras Libre de Ideología de Género” (Sky-blue Generation for a Honduras free from Gender Ideology)

xix UNESCO (2021). The journey towards comprehensive sexuality education. Global status report. Paris: UNESCO. Available at: <https://unesdoc.unesco.org/ark:/48223/pf0000379607/PDF/379607eng.pdf.multi>

xx WHO (2021). Sexual and Reproductive Health and Rights Infographic Snapshot. Available at: <https://iris.who.int/bitstream/handle/10665/349210/WHO-SRH-21.26-eng.pdf>

xxi For further information, access: <https://www.caribbeannationalweekly.com/news/caribbean-news/human-rights-body-welcomes-antigua-court-decision-to-decriminalize-same-sex-intimacy/c>

xxii For further information, access: <https://www.hrw.org/news/2023/10/10/haiti-catastrophic-situation-requires-robust-political-human-rights-and-justice>

xxiii For further information, access: <https://www.ohchr.org/en/news/2023/10/dialogue-trinidad-and-tobago-experts-human-rights-committee-commend-womens>

xxiv For further information, access: <https://www.washingtonpost.com/world/2023/03/16/haiti-dominican-republic-migrant-crackdown/>

xxv For further information, access: <https://www.aafaf.pr.gov/wp-content/uploads/PR-Pierluisi-Demands-Equality-PR-Washington.pdf>

xxvi For further information, access: <https://periodismoinvestigativo.com/2022/12/una-pesadilla-para-los-puertorriqueños-conseguir-hogar-mientras-otros-acaparan-propiedades/>

xxvii Study available at: <https://drive.google.com/file/d/12BiWImCjiNhoISI-KcgLJlr-g0ucMczL/view>

xxviii To learn more about the shifts in SRHRJ from Bolsonaro’s to Lula’s government, refer to: <https://revistamarieclaire.globo.com/direitos-reprodutivos/noticia/2023/12/5-uitorias-importantes-para-o-auanco-dos-direitos-reprodutivos-no-brasil-em-2023.ghtml>

xxix Viscardi, N., Rivero, L., Flous, C., Zunino, M., & Habiaga, V. (2021). La educación (sexual) en disputa: un análisis del campo educativo como escenario de luchas por los derechos de género en el Uruguay de hoy. *Ejes de Economía y Sociedad*, 5(8):96-115.

xxx Viscardi, N., Rivero, L., Flous, C., Zunino, M., & Habiaga, V. (2021). La educación (sexual) en disputa: un análisis del campo educativo como escenario de luchas por los derechos de género en el Uruguay de hoy. *Ejes de Economía y Sociedad*, 5(8):96-115. 49

xxxi The second constitutional project was also rejected by a majority.

xxxii For further information, refer to: <https://www.nytimes.com/es/2023/12/17/espanol/chile-plebiscito-constitucional-resultados.html>

xxxiii Cariboni, D. (2021). Así se convirtió Paraguay en “laboratorio de ideas antiderechos”. *Open Democracy*. 50:50: Investigation. Available at: <https://www.opendemocracy.net/es/5050/asi-se-convirtio-paraguay-en-laboratorio-de-ideas-antiderechos/>

xxxiv Cariboni, D. (2021). Así se convirtió Paraguay en “laboratorio de ideas antiderechos”. *Open Democracy*. 50:50: Investigation. Available at: <https://www.opendemocracy.net/es/5050/asi-se-convirtio-paraguay-en-laboratorio-de-ideas-antiderechos/>

xxxv For further information, access: <https://elpais.com/argentina/2024-02-08/milei-presenta-en-el-congreso-un-proyecto-para-derogar-el-aborto-legal-en-argentina.html>

xxxvi For further information, access: https://www.ellitoral.com/politica/ingreso-proyecto-diputados-derogacion-ley-aborto-agenda-javier-milei_0_n6VE9jYLgZ.html

xxxvii Libardi, M. (2023). La lucha a brazo partido entre Luis Arce y Evo Morales amenaza el futuro de la izquierda en Bolivia. Open Democracy. Available at: <https://www.opendemocracy.net/es/conflicto-luis-arce-evo-morales-amenaza-futuroizquierda-bolivia/>

xxxviii Available at: https://www.camara.gov.co/sites/default/files/2022-06/TAPDC%20PL%20229-21C%20EDUCACION%20SEXUAL_0.pdf

xxxix For further information, access: <https://www.javeriana.edu.co/pesquisa/genero-equidad-gobierno-petro/>.

xl For further information, access: <https://www.elcolombiano.com/colombia/politica/educacion-sexual-en-colegios-divide-bancada-conservadores-y-liberales-en-el-congreso-FO19171307>

xli For further information, access: <https://www.ips-journal.eu/topics/democracy-and-society/gustavo-petros-second-chance-6673/>

xlii For further information, access: <https://www.bbc.com/mundo/noticias-america-latina-63898035>

xliii For further information, access: <https://www.pagina12.com.ar/532969-peru-la-presidencia-de-dina-boluarte-cumple-cien-dias>

xliiv For further information, access: <https://elpais.com/sociedad/2023-08-10/peru-niega-el-aborto-a-una-nina-uoilada-por-su-padrastro.html>

xlv For further information, access: “¿Crisis Humanitaria o emergencia compleja en Venezuela?”, available at: https://transparenciaue.org/wp-content/uploads/2017/05/Boletín-15_05_2017-49.pdf ; and “Gran Corrupción” e impunidad continuada en Venezuela”, available at: <https://www.dw.com/es/gran-corrupci%C3%B3n-e-impunidad-continuada-en-venezuela/a-5064625569#:~:text=En%20este%20nuevo%20informe%2C%20con,mundo%20por%20quinto%20a%C3%B1o%20consecutivo.>

xlvii For further information access: <https://avesa.blog/2021/02/09/impacto-de-la-emergencia-por-covid-19-en-la-prestacion-y-acceso-a-los-servicios-de-salud-sexual-y-reproductiva-en-distrito-capital-y-estado-miranda/>

xlviii For further information, access: <https://www.cepr.net/ecuador-news-round-up-no-10-noboa-declares-war/>

xlviii For further information, access: <https://www.hrw.org/world-report/2024/country-chapters/ecuador#49dda6>

xlvi CEPAL (2023). Propuesta de segundo informe regional sobre la implementación del Consenso de Montevideo sobre Población y Desarrollo. Santiago: Naciones Unidas. Available at: <https://celade.cepal.org/documentos/plataforma/Update/RecursosDifusion/Propuesta%20de%20segundo%20Informe%20regional%202023.pdf>

l CEPAL (2023). Propuesta de segundo informe regional sobre la implementación del Consenso de Montevideo sobre Población y Desarrollo. Santiago: Naciones Unidas. Available at: <https://celade.cepal.org/documentos/plataforma/Update/RecursosDifusion/Propuesta%20de%20segundo%20Informe%20regional%202023.pdf>

li CEPAL (2023). Propuesta de segundo informe regional sobre la implementación del Consenso de Montevideo sobre Población y Desarrollo. Santiago: Naciones Unidas. Available at: <https://celade.cepal.org/documentos/plataforma/Update/RecursosDifusion/Propuesta%20de%20segundo%20Informe%20regional%202023.pdf>

cepal.org/documentos/plataforma/Update/RecursosDifusion/Propuesta%20de%20segundo%20Informe%20regional%202023.pdf

ii CEPAL (2023). Propuesta de segundo informe regional sobre la implementación del Consenso de Montevideo sobre Población y Desarrollo. Santiago: Naciones Unidas. Available at: <https://celade.cepal.org/documentos/plataforma/Update/RecursosDifusion/Propuesta%20de%20segundo%20Informe%20regional%202023.pdf>

liii To consult all SDGs, refer to: <https://sdgs.un.org/goals/40>

liu This score differs from the one above, because it includes the two countries not included by MQTM.

lu UNESCO (2021). The journey towards comprehensive sexuality education. Global status report. Paris: UNESCO. Available at: <https://unesdoc.unesco.org/ark:/48223/pf0000377963>

lvi To learn more about Parental PIN proposals, refer to: https://www.gob.mx/cms/uploads/attachment/file/561573/200705_Ficha_boleti_n_conjunto_pin_parental_2.pdf

lvii To consult the Law, refer to: <https://www.unicef.org/elsalvador/media/4611/file/Ley%20Crece%20Juntos.pdf>

lviii The Law of Universal and Equitable Access to Family Planning Services and its integration into the Sexual and Reproductive Health Program (Decree 87-2005) mandates the inclusion in the training curriculum of content on rights and responsibilities for the promotion and self-care of health, sexuality, early and unwanted pregnancy. Available here: https://oig.cepal.org/sites/default/files/2005_decreto87_gtm.pdf Additionally, the Law for Healthy Motherhood (Decree 32-2010) establishes the comprehensive sexuality education strategy in the National Basic Curriculum as well as actions to prevent teenage pregnancy, ensure their continued attendance in educational centers, and the detection and monitoring of cases of sexual violence. Available here: https://www.congreso.gob.gt/detalle_pdf/decretos/13206#gsc.tab=0

lix To consult the Policy, refer to: <https://www.maga.gob.gt/download/politica-publica-proteccion-vida.pdf>

lx To consult the Policy, refer to: https://siteal.iiep.unesco.org/sites/default/files/sit_accion_files/dpeeas_i_parte.pdf

lxi For more information on the Law, refer to: <https://hch.tu/wp-content/uploads/2023/06/INFORME-LEY-PREVENCIÓN-EMBARAZOS-ADOLESCENTES-.pdf>

lxii “Generación Celeste por una Honduras Libre de Ideología de Género” (Sky-blue Generation for a Honduras free from Gender Ideology)

lxiii To learn more about this organization, refer to: <https://www.generacionceleste.org/>

lxiv Estrategia Nacional para la Prevención del Embarazo en Adolescentes

lxv To consult the National Intersectoral Strategy, refer to: https://elsalvador.unfpa.org/sites/default/files/pub-pdf/EstrategPreuEmbarazos_2017.pdf

lxvi To learn more, refer to: <https://www.contrapunto.com.su/exigen-educacion-sexual-integral-para-el-desarrollo-sostenible/>

lxvii To learn more, refer to: <https://sedesol.gob.hr/la-sedesol-construye-una-respuesta-coordinada-para-reducir-la-tasa-de-embarazo-en-adolescentes/> 41

lxxiii For further information on the National Census results, refer to: <https://www.inegi.org.mx/programas/ccpu/2020/#tabulados>

lxxix For further information on the National Census results, refer to: <https://www.inegi.org.mx/programas/ccpu/2020/#tabulados>

lxxx For further information, refer to: <https://www.mineduc.gob.gt/DIGEBI/leyes.html>

lxxxi CEPAL (2018). Educación intercultural bilingüe y enfoque de interculturalidad en los sistemas educativos latinoamericanos. Avances y desafíos: pag. 110. Available at: <https://repositorio.cepal.org/server/api/core/bitstreams/23ffb0bf-cfff-4546-83cc-a132182f507f/content>

lxxii For further information, refer to: <https://ine.gob.hn/u4/>.

lxxiii For further information, refer to: <https://www.ine.gob.hn/V3/imag-doc/2022/12/SITUACION-DE-LA-MUJER-HONDUREÑA.pdf>

lxxiv For more information, refer to: eismiderecho.ilsb.org.mx/wp-content/uploads/2023/08/Encuesta-Nacional-sobre-EIS-en-Adolescentes-2023.pdf.

lxxv Observatorio en Salud Sexual y Reproductiva: <https://osarguatemala.org/>

lxxvi The report can be accessed here: fosfeminista.org/wp-content/uploads/2023/11/FOS-de-los-margenes-14-nov.pdf.

lxxvii Yeh, M (2023). Personal communication with ECMIA. August 15th, 2023.

lxxviii “Fondo para el Bienestar y el Avance de las Mujeres” was created by the Women’s National Institute (Inmujeres) for Instances of Women in the Federal Entities to promote projects with a gender and intercultural perspective, intersectional analysis, and human rights approach, which contribute to the eradication of child pregnancy and the reduction of teenage pregnancy.

lxxix To consult one record of this type of committees, refer to: https://semujeres.edomex.gob.mx/sites/semujeres.edomex.gob.mx/files/files/10_%20ACTIVIDAD%20DE%20COMITÉ%20DE%20VIGILANCIA.pdf

lxxx To learn more about the networks working on SRHRJ in El Salvador, refer to: <https://ormusa.org/redes/>

lxxxi Based on the former HFLE document utilized by most anglophone Caribbean schools.

lxxxii UNESCO (2021). The journey towards comprehensive sexuality education. Global status report. Paris: UNESCO. Available at: <https://unesdoc.unesco.org/ark:/48223/pf0000379607/PDF/379607eng.pdf.multi>

lxxxiii WHO (2021). Sexual and Reproductive Health and Rights Infographic Snapshot. Available at: <https://iris.who.int/bitstream/handle/10665/349210/WHO-SRH-21.26-eng.pdf> 42

lxxxiv For further information, refer to: <https://www.hrw.org/news/2023/10/10/haiti-catastrophic-situation-requires-robust-political-human-rights-and-justice>

lxxxv For more information, refer to: [health.gou.tt/~healthgou/sites/default/files/womenshealth/National Sexual and Reproductive Health Policy.pdf](https://health.gou.tt/~healthgou/sites/default/files/womenshealth/National%20Sexual%20and%20Reproductive%20Health%20Policy.pdf).

lxxxvi De Matas, Jarrel (July 4th, 2023), “Sex ed and the Concordat conundrum”. Daily Express Online. Available at: <https://shorturl.at/xET01>

lxxxvii The Ordinance also mandated the integration of gender considerations into plans, programs, projects, pedagogical strategies, and administrative activities. It also encouraged the development and utilization of pedagogical tools promoting a gender perspective, aiming to construct a “non-sexist” education among diverse stakeholders in the Dominican educational system. For more information, refer to: <https://redclade.org/wp-content/uploads/Orden-Departamental-No.-33-2019.pdf>

lxxxviii For more information on the program, refer to: <https://parelaviolencia.pr.gov/>

lxxxix For more information, refer to: <http://parliament.org/wp-content/uploads/2021/11/p11-s5-J-20200522-SSPA-R13-MR-MOH.pdf>.

xc The Committee was established in 2019 and urged attention to developing an inter-sectorial strategy with separate programs delivered by each ministry/agency to align separate interventions in the following areas: a) sexual and reproductive health education and awareness, b) adolescents’ access to contraception, c) education and awareness surrounding child sexual abuse; and d) ongoing monitoring and support of these interventions. It also urged that the Ministry of Education, in its future delivery of training to teachers in HFLE, give attention to strategies to address teacher’s potential biases and apprehensions about SRH topics that may hinder their effective delivery to students.

xcii UN Habitat. (2011). Antigua and Barbuda. National Urban Profile: pag. 28. Available at: https://unhabitat.org/sites/default/files/download-manager-files/1403251286wpdm_Antigua%20and%20Barbuda%20National%20Urban%20Sector%20Profil.pdf

xciii CDEMA (Caribbean Disaster Emergency Management Agency). (2020). Implementation of the Model Safe School Programme in the Caribbean. Safe School Policy. Antigua and Barbuda: pag. 1. Available at: https://www.cdema.org/virtuallibrary/index.php/component/jdownloads/send/60-safe-schools-project/282-safe-school-policy-report-antigua-and-barbuda?option=com_jdownloads

xciiii Ibid., pag. 21.

xcv Ibid.

xcvi UNICEF. (2017). Situation Analysis of Children in Antigua & Barbuda. Available at: <https://www.unicef.org/easterncaribbean/media/1326/file/ECA-A-and-B-SitAn-2017.pdf> 43

xcvii United Nations Population Fund (UNFPA). 2020. A Formative Assessment of Comprehensive Sexuality Education within the Health and Family Life Education Curriculum in the Caribbean. Retrieved from https://caribbean.unfpa.org/sites/default/files/pub-pdf/unfpa_-_a_formative_assessment_of_comprehensive_sexuality_education_within_the_health_and_family_life_education_curriculum_in_the_caribbean_0.pdf

xcviii United Nations Population Fund (UNFPA). 2020. A Formative Assessment of Comprehensive Sexuality Education within the Health and Family Life Education Curriculum in the Caribbean. Retrieved from https://caribbean.unfpa.org/sites/default/files/pub-pdf/unfpa_-_a_formative_assessment_of_comprehensive_sexuality_education_within_the_health_and_family_life_education_curriculum_in_the_caribbean_0.pdf

xcix United Nations Population Fund (UNFPA). 2020. A Formative Assessment of Comprehensive Sexuality Education within the Health and Family Life Education Curriculum in the Caribbean. Retrieved from https://caribbean.unfpa.org/sites/default/files/pub-pdf/unfpa_-_a_formative_assessment_of_comprehensive_sexuality_education_within_the_health_and_family_life_education_curriculum_in_the_caribbean_0.pdf

cl In Portuguese, “Programa Escola sem Partido”. Available at: <https://www25.senado.leg.br/web/atividade/materias/-/materia/125666>

c The report underscores that such actions were not exclusive to conservative administrations. It is important to highlight that, years before the conservative coup that led to the unjust impeachment of Dilma Rousseff in 2016, she had already taken CSE programs from schools in response to criticism from conservative sectors.

ci Introduced under the interim presidency of Michel Temer shortly after the impeachment of Dilma Rousseff.

cii Available at: <https://www2.camara.leg.br/legin/fed/lei/2014/lei-13005-25-junho-2014-778970-publicacaooriginal-144468-pl.html>

ciii Available at: <https://www2.camara.leg.br/atividade-legislativa/comissoes/comissoes-temporarias/especiais/55a-legislatura/pl-7180-14-ua-valor-de-ordem-familiar-na-educacao/documentos/outros-documentos/nota-tecnica-2-2017-pfdc/view>

civ In Spanish: “Programa de Educación Sexual” (2005). For further information on the program, refer to: <https://www.anep.edu.uy/sites/default/files/images/Archivos/publicaciones/programa-educacion-sexual/evaluacion%20programa%20educacion%20sexual.pdf>

cuv Available at: <https://www.bcn.cl/leychile/nauegar/imprimir?idNorma=1010482&idParte=8850470>
cui To consult the Law, refer to: <https://www.bcn.cl/leychile/nauegar?idNorma=1173643>

cvi In Spanish: “Plan Nacional de Transformación Educativa 2030” (2017). For further information on the program, refer to: <https://www.transformacioneducativa.edu.py/pnte2030>

cvii Available at: https://www.comunicacion.gob.bo/sites/default/files/dale_uida_a_tus_derechos/archivos/LEY%20342%20ACTUALIZACION%202018%20WEB.pdf

cix Available at: https://oig.cepal.org/sites/default/files/2013_ley1620_col.pdf

cx Available at: [https://www.corteconstitucional.gou.co/inicio/T-478-15%20ExpT4734501%20\(Sergio%20Urrego\).pdf](https://www.corteconstitucional.gou.co/inicio/T-478-15%20ExpT4734501%20(Sergio%20Urrego).pdf)

cxii Available at: <https://www.funcionpublica.gou.co/eua/gestornormativo/norma.php?i=136893>

cxiii Available at: <https://www.mimp.gob.pe/PNIG/#:-:text=en%20su%20diversidad,-La%20Pol%C3%ADtica%20Nacional%20de%20Igualdad%20de%20G%C3%A9nero%20busca%20mejorar%20la,en%20igualdad%20y%20sin%20discriminaci%C3%B3n>

cxiiii Available at: https://tdh-latam.org/wp-content/uploads/2018/03/PNAIA_2012-2021.pdf

cxv Available at: <https://juventud.gob.pe/politica-nacional-de-juventud/>

cxvi Available at: https://cdn.gacetajuridica.com.pe/laley/LEY%20N%2031498_LALEY.pdf

cxvii Available at: <https://wb2server.congreso.gob.pe/spley-portal/#/expediente/2021/3464>

cxviii Available at: [https://s3.us-east-2.amazonaws.com/cdn.miraquetemiro.org/050-EDUCAC-SEXUAL-Y-REPRODUCT31ago15\(3\)_0ecf33e2f669be3aeffc010a0c8bea01.pdf](https://s3.us-east-2.amazonaws.com/cdn.miraquetemiro.org/050-EDUCAC-SEXUAL-Y-REPRODUCT31ago15(3)_0ecf33e2f669be3aeffc010a0c8bea01.pdf)

cxix In Spanish: “Ley Orgánica de Educación Intercultural” (2011). For further information, refer to: <https://educacion.gob.ec/wp-content/uploads/downloads/2017/05/Ley-Organica-Educacion-Intercultural-Codificado.pdf>

cxix For further information on the ruling, refer to: https://www.corteidh.or.cr/docs/casos/articulos/seriec_405_esp.pdf

cxix Available at: <https://www.salud.gob.ec/enterate-mas-sobre-el-proyecto-de-ley-codigo-organico-de-salud/#:~:text=El%20C%C3%B3digo%20Org%C3%A1nico%20de%20la,la%20salud%20en%20el%20Ecuador.>

cxixi In Spanish: “Ley: Programa Nacional de Educación Sexual Integral” (2006). For further information, refer to: <https://servicios.infoleg.gob.ar/infolegInternet/anexos/120000-124999/121222/norma.htm>

cxixii Program 2030 (2019) is specifically designed to support learners, schools, and federated entities in the development of basic education. Available at: <https://escolas2030.org.br/o-programa/> ; Program 2080 (2016) focuses on achieving quality education for all, it includes strengthening the training of education professionals. Available at: <https://www.gou.br/cgu/pt-br/assuntos/auditoria-e-fiscalizacao/avaliacao-da-gestao-dos-administradores/prestacao-de-contas-do-presidente-da-republica/arquivos/2016/relatorio-de-custos-programa-2080.pdf> ; Program 5011 (2019) includes 45

cxixiii For more information, refer to: <https://www1.folha.uol.com.br/cotidiano/2022/05/brasil-vive-ataque-legislativo-e-politico-contra-educacao-sexual-e-de-genero-aponta-ong.shtml> actions to enhance access, retention, and learning outcomes for children, adolescents, and young learners in basic education. Available at: <https://pesquisa.in.gov.br/imprensa/serulet/INPDFViewer?jomal=515&pagina=23&data=30/12/2019&captchafield=firstAccess>

cxixiv In Spanish: “Plan Nacional de Prevención del Embarazo No Intencional en la Adolescencia”. For further information, refer to: <https://www.argentina.gob.ar/salud/plan-enia>

cxixv In Spanish: “Asesorías en Salud Integral en Escuelas Secundarias”. For further information, refer to: <https://www.argentina.gob.ar/salud/adolescencias-y-juventudes/asesorias>

cxixvi To consult the Curriculum, refer to: https://www.curriculumnacional.cl/614/articles-20714_programa.pdf

cxixvii To consult the Curriculum, refer to: https://www.curriculumnacional.cl/614/articles-20720_programa.pdf

cxixviii For more information, refer to: <https://pesquisa.busalud.org/portal/resource/en/biblio-1283916>

cxixix For further information on the Resolution, refer to: https://www.mec.gov.py/cms_u4/documentos/uer_documento/?titulo=29664-2017-RIERA1

cxixx To consult the Plan, refer to: [https://consejoderedaccion.org/webs/opendata/docs/PLAN%20PLURINACIONAL%20PREVENCION%20EMBARAZO%20ADOLESCENTE%20\(3\).pdf](https://consejoderedaccion.org/webs/opendata/docs/PLAN%20PLURINACIONAL%20PREVENCION%20EMBARAZO%20ADOLESCENTE%20(3).pdf)

cxixxi To consult the Plan, refer to: <https://www.biviica.org/files/plan-adolescentes.pdf>

cxixxii To consult the Plan, refer to: <https://colaboracion.dnp.gou.co/CDT/Prensa/Publicaciones/plan-nacional-de-desarrollo-2022-2026-colombia-potencia-mundial-de-la-vida.pdf>

cxixxiii To consult the National Plan, refer to: <https://u.pcloud.link/publink/show?code=3Hd>

cxixxiv To consult the Program, refer to: <https://es.unesco.org/sites/default/files/oportunidades-curriculares-de-educacion-integral-en-sexualidad.pdf>

cxixxv To learn more about RECONOCE, refer to: <https://mecapacito.educacion.gob.ec/reconoce/#1649274242583-cc969a8f-1f9f>

cxixxvi To learn more about the Project, refer to: <https://educacion.gob.ec/wp-content/uploads/downloads/2022/11/Protocolo-frente-embarazo.pdf>

cxviii To calculate this budget, the CSO Odara examined entries related to education, sexuality, identity, gender, youth, adolescents, and rights in available Accountability Presidential Reports. The reports' examined vary in structure, being organized by performance according to government 46

cxviiii To learn more about the Brazilian financial system, refer to: <https://www.cfp.pt/pt/caixas/financas-publicas/regras-orcamentais-da-administracao-local>

cxvix To learn more about Rouseff's impeachment, refer to: <https://www.bbc.com/mundo/noticias-america-latina-37232414> sector (2014), thematic axis (Social Policy, 2015), thematic area (Social and Public Safety, 2018) and goal-oriented programs (2020). Most of the programs documented by Odara were executed by the Ministry of Education and these were selected based on both the programs and their attached objectives. This approach was taken because some programs operate under different governmental sectors with distinct objectives not necessarily related to Odara's search. Notably, in 2014, the executed budget was administered by the Human Rights Secretariat.

cxl To consult the Report, refer to: <https://www.etcetera.uy/post/gasto-p%C3%ABlico-en-educaci%C3%B3n-2021-2022>

cxli To consult the Ministry of Education Financial Reports, refer to: https://www.dipres.gob.cl/597/w3-multipropertyvalues-14437-35324.html#proyecto_ley

cxlii To consult the Budget, refer to: https://www.minhacienda.gou.co/webcenter/ShowProperty?nodeId=%2FConexionContent%2FWCC_CLUSTER-208233%2F%2FIdcPrimaryFile&revisi3n=latestreleased

cxliii To consult the Budget for the Ministry of Education, refer to: http://www.minedu.gob.pe/transparencia/2023/pdf/RM_N_116-2023-MINEDU.pdf

cxliiv To consult the Budget, refer to: https://transparenciaue.org/wp-content/uploads/2023/03/3-Presupuesto_de_Recursos_y_Egresos_de_la_Republica_Titulo_II_Tomo.pdf

cxlv To consult the Report, refer to: <https://sendas.org.ec/documentos/informe002.pdf>

cxlvi For further information on the evaluation of "Law No. 20.418," refer to: <https://www.camara.cl/uerDoc.aspx?prmID=169415&prmTIPO=DOCUMENTOCOMISION>

cxlvii For further information on teenage pregnancy rates and their link to rural areas, refer to: <https://bolivia.unfpa.org/es/news/en-bolivia-m%C3%A1s-de-la-mitad-el-505-de-los-embarazos-son-no-intencionales>

cxlviii To consult the Report, refer to: <https://reports.unocha.org/es/country/venezuela-bolivarian-republic-of/>

cxlix To learn more, refer to: <https://brasil61.com/n/sudeste-lidera-levantamento-com-maior-numero-de-crimes-sexuais-contras-criancas-e-adolescentes-em-2021-bras238284>

cl To consult HRW report, refer to: <https://www.hrw.org/pt/news/2023/07/25/new-rape-statistics-brazil-highlight-importance-sexuality-education>

cli For further information on the Enia Plan, refer to: <https://www.argentina.gob.ar/planenia/el-plan-hoy>

clii Estévez (2017). Intelligence Challenges in Latin America and Prospects for Reform: A Comparative Matrix on Democratic Governance. Available at: https://www.academia.edu/105100204/Intelligence_Challenges_in_Latin_America_and_Prospects_for_Reform_A_Comparative_Matrix_on_Democratic_Governance.

cliii To learn more about the Institute, refer to: <https://www.indec.gob.ar/>

cliv To learn more about the launch of the National Center, refer to: <https://www.argentina.gob.ar/noticias/wado-de-pedro-presento-el-centro-nacional-de-estudios-de-poblacion-en-el-74deg-aniversario>

clu For further information on the Resolution, refer to: http://portal.mec.gov.br/index.php?option=com_docman&view=download&alias=81001-rcp001-18-pdf&category_slug=janeiro-2018-pdf&Itemid=30192
clui One example of this is the inclusion of discussions on gender in TV channels like TVU Noticias. To learn more, refer to: <https://www.ufm.br/imprensa/noticias/77723/tuu-noticias-exibe-serie-de-entrevistas-em-janeiro-2>

clvii To consult the Plan, refer to: <https://www.cepep.org.py/wp-content/uploads/2021/08/Plan-Nacional-SSR-1.pdf>

clviii To learn more about this initiative, refer to: <http://www.bnm.me.gov.ar/gigal/documentos/EL006837.pdf>

clix To consult the National Plan, refer to: <https://u.pcloud.link/publink/show?code=3Hd>

clx To consult the Law, refer to: <https://educacion.gob.ec/wp-content/uploads/downloads/2017/05/Ley-Organica-Educacion-Intercultural-Codificado.pdf>

clxi To consult the latest Assessment, refer to: <https://uruguay.unfpa.org/es/publications/evaluaci%C3%B3n-del-programa-de-educaci%C3%B3n-sexual>

clxii For further information on the Dashboard, refer to: <https://consensomontevideo.cepal.org/es/recursos-de-difusion/tablero-de-control-del-consenso-de-montevideo>

clxiii For further information on the initiative and its implementation, refer to: 1) <https://edutalentos.pe/cat-2-ganadora-21-mod-individual-ugel/> and 2) https://edutalentos.pe/wp-content/uploads/2021/12/brochure_BPGE_2021.pdf

clxiv To learn more about the initiative's achievements, refer to p. 23: https://edutalentos.pe/wp-content/uploads/2021/12/brochure_BPGE_2021.pdf

Fòs Feminista is an intersectional feminist organization centered on the rights and needs of women, girls, and gender-diverse people in the Global South. We recognize that the ability to make free and informed decisions about sexual and reproductive health, including the ability to access safe and legal abortion, is central to gender equity and to the fulfillment of the human rights of women, girls, and all people who can become pregnant.

Fòs Feminista thanks all of the organizations that took part in the data collection and analysis for this report including:

- **Red de Mujeres Afrolatinoamericanas, Afrocaribeñas y de la Diáspora – RMAAD**
- **Red Latinoamericana de Jóvenes por los Derechos Sexuales y Reproductivos – RedLAC**
- **Enlace Continental de Mujeres Indígenas de las Américas – ECMIA**
- **Alianza regional de mujeres con discapacidad para la elaboración de balances de sociedad civil en el marco del 10 aniversario del Consenso de Montevideo.**
- **United Caribbean Trans Network – UCTrans**

The process was supported by: **Dra. Anabel Yahuilt** (Lead Consultant), **Ana María Aguirre** (Coordination Consultant), **Fadekemi Akinfaderin** (Chief Global Advocacy Officer, Fòs Feminista) y **Rebecca Reisdorf** (Senior Global Advocacy Officer-LAC, Fòs Feminista). Design by **Angélica Krinis** (Consultant). Cover art by **Isabel Zumbambico** @zumbambico

FÒS FEMINISTA | International Alliance
for Sexual and Reproductive
Health, Rights, and Justice

May, 2024.