

## 6.1 Contexts

### Ghana

#### General information

The Republic of Ghana is located on the coast of West Africa and comprises ten regions, subdivided into 216 metropolises, municipalities and district assemblies. The Northern Region is amongst the poorest regions in Ghana and has not seen any significant decline in poverty levels since 2006, when the poverty rate of the region was 55.7%. Currently, 50.4% of the population of the region lives below the poverty line<sup>1</sup>. The total population is 30,4 million people<sup>2</sup>.

Though Ghana has achieved status as lower middle-income country, it still struggles with key challenges of a low-income country including low education outcomes, food insecurity and economic stagnation. Ghana has succeeded in halving the national poverty rate from 52.6% to 21.4% between 1991 and 2012, yet this impressive national picture hides vast inequalities between the North and the South and recently caused by the COVID seen development in poverty rates. In the regions of Northern Ghana, poverty is characterised as endemic and even deepening, and a large share of the population live in the predominantly rural Northern Savannah, where no significant poverty reduction has been recorded since 1992<sup>3</sup>. Especially women are deeply affected by poverty and food insecurity, as gender disparities remain high in Northern Ghana and manifest themselves in unequal access to land, extension services, and economic opportunities.

International scholars and observers praise Ghana as a democratic overachiever in Sub-Saharan Africa<sup>4</sup>. Since the enactment of the 1992, democratic constitution Ghana has made significant progress and political turnovers have been conducted in the last decades meaning that the political establishment generally accepts the democratic institutions. However, the country is yet to achieve democratic consolidation. National elections continue to be characterised by political tension, allegation and counter allegation of near violence or actual violence. This implies that political stability in Ghana is inevitably an important precondition for Ghana's development and a risk factor in development planning and management. The democratic constitution enshrines several civil and political rights and generally the Ghanaians – compared to citizens in many other developing countries – are able to exercise their political and civil rights. However, several human rights issues are reported.

#### Education

One key element of the development of children in Ghana, is the quality of the educational system. As of 2016, the adjusted net enrolment rate in primary school in Ghana was 87.9%<sup>5</sup>. In 2014, the government expenditure on education was 6.2% of the country's GDP<sup>6</sup> (above the international standard of 6% of GDP), but although money is being invested in the educational system, the outcomes remain low. Statistics of educational performance across basic, senior and tertiary levels show big gaps in terms of access to education, retention and completion results, and nationally, a 30% drop out between primary school and

<sup>1</sup> [https://www.unicef.org/ghana/Ghana\\_Poverty\\_and\\_Inequality\\_Analysis\\_FINAL\\_Match\\_2016\(1\).pdf](https://www.unicef.org/ghana/Ghana_Poverty_and_Inequality_Analysis_FINAL_Match_2016(1).pdf)

<sup>2</sup> Verdensbanken:

<https://data.worldbank.org/indicator/SP.POP.2024.FE.5Y?end=2017&locations=GH&start=1960>

<sup>3</sup> Leveraging Partnership for Shared Growth and Development, Government of Ghana-Development Partners Compact 2012-2022 ("The Compact").

<sup>4</sup> US State Department, 2010. Country Report on Human Rights Practices.

<sup>5</sup> World Bank, "Adjusted net enrolment rate, primary, both sexes (%)"

<sup>6</sup> World Bank, "Government expenditure on education, total (% of GDP)"

junior high school (year 7, 8 and 9) before completing Basic Education. Nationally, access to education doubled from 2000-2014 with a primary enrolment rate of 89% in 2014<sup>7</sup>, however, many students do not benefit from quality education as classes are often overcrowded, and trained teachers are in short supply. While it is positive to see an increased access to education in Ghana, this however also poses a threat to the quality of education, as increased access in most cases unfortunately compromises the quality of teaching. Poor quality teaching is often linked to a low knowledge and a low use of child-centred methods, a lack of gender and disability sensitive learning approaches and use of practices that motivate children. The quality of teaching is also hampered by the content of the curriculum and the passivating teaching methods, and often teachers find themselves with limited available resources to support their teaching. Another challenge is that teaching today in Ghana often is not anchored in the local context and culture. Many students find that the school curriculum does not offer them sufficient opportunities for relevant life skills training, which is very important to the future everyday life for almost all children.

Especially Northern Ghana is challenged in terms of quality education, as the area suffers from acute shortage of both trained and untrained teachers, and in some districts, the pupil-teacher ratio is about 53 pupils per teacher. Moreover, a child is 4 times more likely not to have attended school in Northern Ghana compared to children in other regions<sup>8</sup> and statistics indicate that 43% of children aged 6-14 years old have never been to school, whereas in Accra the rate is only 5%<sup>9</sup>.

The constitution provides for the access of all Ghanaians to quality education. However, even though the general percentage of children going to school in Ghana have improved considerably The Northern Region of Ghana lack behind in most aspects of formal education. While 77% of Ghanaian men are literate, only 44% of those in Northern Region (NR) are literate. It is notable that females in the Northern Region of the country are even more proportionally disadvantaged. While 63% of women on national basis are literate, only 26% of NR women are literate<sup>10</sup>.

The education of children in basic education is said to have been disrupted by the pandemic following the closure of schools. Despite the initiation of remote learning schemes, children in deprived communities who constitute the majority are more likely to be worse affected by the situation. A survey conducted by UNICEF (2020) revealed that 39.4% house report lack of access to computer or phone and 33.2% did not have learning materials in their household, depriving children in these households from participating in remote learning or studying on their own.

## **Sexual and Reproductive Health and Rights (SRHR)**

Despite the formal obligation of the Government of Ghana to provide good quality healthcare and to improve the health of the citizens several issues related to the sexual and reproductive health still need to be addressed.

The Northern Region records the highest maternal death and teenage pregnancies, with abortion-related death on the increase<sup>11</sup>. One of the main explanations to this is that there is a clear differential between the level of supervised deliveries between the Southern and the Northern part of Ghana. Whereas the

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<sup>7</sup> World Bank, "Adjusted net enrolment rate, primary, both sexes (%)"

<sup>8</sup> UNICEF, 2015 - [https://www.unicef.org/health/files/BNA-Ghana-April\\_2015\\_Final.pdf](https://www.unicef.org/health/files/BNA-Ghana-April_2015_Final.pdf)

<sup>9</sup> UNICEF & Ghana Demographic and Health Surveys, 2010 - "An analysis of out of school children in Ghana (2003-2008)"

<sup>10</sup> Ghana Demographic Health Survey 2008

<sup>11</sup> Ghana Health Service Annual report N/R 2010

average percentage of the supervised deliveries in Ghana was 59% in 2008 it was only 27% in the Northern Region<sup>12</sup>

Many of the maternal deaths are due to teenage pregnancies and unsafe abortion, which could have been prevented if there had been adequate knowledge and access to family planning services.

Ghana has ratified the UN conventions on Women and Children's Rights. However when it comes to the ability for young people to exercise their sexual and reproductive health and rights and to decide for their own body there is a clear implementation gap. Discrimination, sexual abuse and harassment still occur in both the public arena as well as in domestic settings<sup>13</sup>.

The lack of comprehensive reproductive health education contributes heavily to negative outcomes such as teenage pregnancy, unsafe abortions, SGBV, child marriage, sexually transmitted infections including HIV/AIDS. The Ghanaian government has shown some commitment to providing RHE by implementing ad-hoc RHE programs in schools, some of which are included in subjects at primary, junior and senior high schools. However, these do not meet international standards. Also, the lack of engagement of teachers on RHE programs will further cause problems if colleges of teacher trainees are left out in this agenda. The mode of teaching could be challenging at the college level as well, especially in the use of pedagogy to deliver RHE to young people.

RHE is essential to providing accurate and comprehensive information and life skills training on Sexual and Reproductive Health and Rights (SRHR) to young people. Effective RHE depends on teachers' preparedness, confidence, knowledge, and skills and most teachers do not have in-depth knowledge, skills, and teaching materials to deliver age and content appropriate RHE to adolescents. This has further contributed to abuse of some students, especially those with low confidence level to report and voice out such cases.

Ghana is still battling the effects of the COVID-19 pandemic with new cases being recorded steadily, particularly in the Southern part of the country. The impact of the pandemic goes beyond to reflect the current state of sexual and reproductive health, which was evident in the high rates of teenage pregnancies and school dropouts after schools resumed. Government is still silent on RHE, and this has also stalled the finalization of RHE guidelines for delivery in schools exposing young people to the effects of not having adequate information on RHE.

## Peru

### General Information

Peru is located in South America and counts 37.77 million people. It is estimated that 45% are indigenous, 37% mestizo, 37% white, 15% black, Japanese, Chinese and 3% belong to other ethnic groups<sup>14</sup>.

Over the past decade, Peru has undergone significant growth, being one of Latin America's fastest growing economies. Poverty rates have fallen significantly, from 49.9% in 2004 to 26.1 in 2013. However, in 2018, Peru's poverty rates increased for the first time since 2001 with the latest figures being 21.7%. According to

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<sup>12</sup> UNICEF and Ministry of Women and Childrens Affairs. 2011. "A situation analysis of Ghanaian Children and Women: A Call for Reducing Disparities and Improving Equity.

<sup>13</sup> <http://www.state.gov/j/drl/rls/hrrpt/humanrightsreport/index.htm#wrapper>

<sup>14</sup> CIA 2018. <https://www.cia.gov/library/publications/the-world-factbook/geos/pe.html>

Peru's National Institute of Statistics and Informatics approximately 6.9 million Peruvians live in poverty, 44% of whom are in rural Peru<sup>15</sup>.

Between 1990 and 2015 Peru's human development index has increased from 0.613 to 0.740. Peru is placed in the high human development category, however, like all averages, the human development index masks inequality in the distribution of human development across the Peruvian population. Once adjusted for inequality Peru's HDI drops to 0.580<sup>16</sup>.

Many Peruvians are disadvantaged due to their origin, status or gender. Peruvians living in the Andean region and jungle are twice as likely to be poor than those living on the coast. Poverty disproportionately affects children and adolescents and the percentage of poor among those under the age of 14 is almost twice the percentage of those older than 14 years of age<sup>17</sup>.

In Peru, international human rights treaties have constitutional status and take precedence over domestic legislation. Peru is signatory to several relevant international treaties:

- International Covenant on Civil and Political Rights (ratified in 1978)
- International Covenant on Economic, Social and Cultural Rights (ratified in 1978)
- Convention on the Elimination of All Forms of Discrimination against Women (ratified in 1982)
- International Convention on the Elimination of All Forms of Racial Discrimination (ratified in 1971)
- Convention on the Rights of the Child (ratified in 1990)

Latinobarómetro, the annual public opinion survey involving some 20.000 interviews in 18 Latin American countries, latest survey in Peru (2016) showed some troubling figures about the peoples' trust in democracy and institutions<sup>18</sup>. While 52.9% believe democracy is preferable to any other forms of government, 21.1% indicated that under certain circumstances, authoritarian regimes are preferable to democracy (this opinion was more widespread in the age group 16-25, 26.6%, than in the age group 61 and older, 19.4%). When asked if the country is governed by powerful groups in pursuit of their own benefit or for the good of the peoples, 84% responded the former. When asked about their confidence in national institutions, 80.1% had little or no confidence in government, 81,5% had little or no confidence in Congress, 78.4% had little or no confidence in the judicial system.

Due to the economic impact of COVID-19, poverty has worsened in the country. According to UNICEF, monetary poverty in girls, boys and adolescents would increase from 26.9% in 2019 to 39.9% in 2020, those living in rural areas would be the most affected, as poverty will expand from 47.3% in 2019 to 62.3% in 2020. Girls, boys and adolescents will have a greater challenge to complete their basic education and continue higher education, entering the precarious labor market, as a consequence of the economic crisis.

According to the results of the National Household Survey (ENAH0), as of the second quarter of 2020, the main reasons for dropping out reported by students are economic problems (75.2%), family problems (12.3%) and lack of of interest (4%), with poverty and lack of resources being the main reasons for dropping out of school.

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<sup>15</sup> Reuter (2018). <https://www.reuters.com/article/us-peru-poverty/peru-poverty-rate-rises-for-first-time-in-16-years-government-idUSKBN1HV2L2>

<sup>16</sup> UNDP (2016). [http://hdr.undp.org/sites/all/themes/hdr\\_theme/country-notes/PER.pdf](http://hdr.undp.org/sites/all/themes/hdr_theme/country-notes/PER.pdf)

<sup>17</sup> Oxfam 2015.

[https://peru.oxfam.org/sites/peru.oxfam.org/files/file\\_attachments/Inequality%20in%20Peru.%20Reality%20and%20Risks.pdf](https://peru.oxfam.org/sites/peru.oxfam.org/files/file_attachments/Inequality%20in%20Peru.%20Reality%20and%20Risks.pdf)

<sup>18</sup> Latinobarómetro 2016:

<http://www.latinobarometro.org/latNewsShowMore.jsp?evYEAR=2016&evMONTH=9>

## Education

Peru is working to make basic regular educational universal and to increase coverage at preschool and secondary levels. There is access to primary education in around 98% of both urban and rural areas. Different efforts to increase access to early education have been put rolled out resulting in a rise in the net enrolment rate from 83.95% in 2015 to 86% in 2016. The net rate of enrolment in secondary education for the population aged 12 to 16 years reached 84.3% in 2015. Increased enrolments rates are a positive development; however, the quality of the education system still leaves much to desire. Poor infrastructure, inadequate learning materials, out-dated curricula and a lack of well-trained teachers are all barriers to improving the quality.

There exist significant inequalities related to geographical location and especially to cultural identity. Spanish-speaking students are more likely to access and to complete basic education than students whose native language is indigenous (more than 12% of young Peruvians speak an indigenous language as their mother tongue, in some provinces the rate is over 50%<sup>19</sup>). Although the 1993 National Constitution guarantees the right to intercultural bilingual education for indigenous populations in Peru, the quality of this education is generally still very low. The main reasons for this are (1) a general low quality of school education; (2) inadequate teacher qualifications, especially in the area of intercultural bilingual education; (3) lack of relevant teaching materials; (4) lack of parental involvement and organisation.

Youth participation in social, economic and political spheres of public life is low. Less than 7% of youth were civically engaged in 2014. Moreover, a high proportion of youth are not confident in institutions such as the national government, civil services, police, judiciary services. In 2014, 80% of youth declared they did not trust the Congress<sup>20</sup>.

## SRHR information

The Ministry of Education has formulated guidelines for comprehensive sexual education in primary and secondary schools, but its implementation has been weak due to lack of political will, reflected in poor teacher training and poor teaching materials.

The rate of teenage pregnancy is high (12.7% in 2016)<sup>21</sup> and girls are highly vulnerable to the health consequences of pregnancy. The percentage of births taking place in health-care facilities has increased from 84.3% in 2011 to 92.2 % in 2016. The increase has been greater in rural areas (from 62.6% in 2011 to 76.8% in 2016). This achievement was made possible by the empowerment of health workers, culturally appropriate health services, culturally appropriate assistance for vertical childbirth, residential facilities for expectant mothers and comprehensive health insurance<sup>22</sup>.

Abortion is illegal in Peru with the exception to save the life of the mother. It is a criminal offence under the criminal code of 1991 in all other cases. Peru has experienced an increase in abortion rights legal mobilization in recent years, including litigation before national and international courts<sup>23</sup>.

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<sup>19</sup> OECD (N.N) <http://www.oecd.org/dev/inclusivesocietiesanddevelopment/youth-issues-in-peru.htm>

<sup>20</sup> ENAHO cited by OECD (N.N) <http://www.oecd.org/dev/inclusivesocietiesanddevelopment/youth-issues-in-peru.htm>

<sup>21</sup> OHCHR 2017: <http://www2.ohchr.org/english/OHCHRreport2017/index.html>

<sup>22</sup> OHCHR 2017: <http://www2.ohchr.org/english/OHCHRreport2017/index.html>

<sup>23</sup> Gianella, Camila (2017). <https://www.hhrjournal.org/2017/06/abortion-rights-legal-mobilization-in-the-peruvian-media-1990-2015/>

Various initiatives have sparked the development of education policies with a gender focus, such as the National Education Project 2021 and the cross-cutting incorporation of comprehensive sex education in the national basic education curriculum<sup>24</sup>. The main barriers to teaching sexuality education reported by teachers were lack of teaching materials, time and training. Although the government has developed materials for teaching CSE in Peru, these have not been widely distributed to schools. Fewer than half of teachers had access to lesson plans, national textbooks or manuals, or audio-visual material and more than 40% of teachers wanted additional assistance with teaching about contraceptive methods, sexual orientation and HIV<sup>25</sup>.

The National Programme to Combat Domestic and Sexual Violence is responsible for prevention policies and policies for the care and support of persons involved in gender-based violence, particularly domestic and sexual violence, directed against women and members of the family<sup>26</sup>. In Peru, every fifth young person has been exposed to sexual abuse, either at home or at school. Furthermore, 38% of Peruvian women have been exposed to physical and/or sexual violence by somebody they know and 75% of reported victims of sexual assault are under 18 years old<sup>27</sup>.

## Bolivia

### General information

Bolivia is one of the poorest and most unequal countries in Latin America. With a population of about 11.5 million people and 36 recognized indigenous peoples, Bolivia is also one of the most culturally diverse countries in Latin America. Indigenous people account for 62% of the population, where the most important, in terms of populations, are Aymara (1.6 million), Quechua (1.8 million), followed by the Chiquitano (180.000) and Guarani (125.000) people. Part of the mestizo population also identify with indigenous cultures. The majority of the indigenous population lives in rural areas and in the most unequal departments of the country.

Bolivia has a very young population, 60% are between 0 and 29 years, and according to a recent survey, there are more than 4 million children and adolescents in Bolivia, a vulnerable group that represents 44% of the population<sup>28</sup>.

In the last decade, Bolivia has achieved remarkable macroeconomic indicators. Latest information for 2017 indicates that GDP growth was at 4.3 % and inflation rate 2.7%. Moderate poverty was reduced from 59% to 39%, extreme poverty decreased to 18% and the Gini coefficient of inequality fell from 0.60 to 0.47.<sup>29</sup>

Although significant efforts have been made to reduce poverty, Bolivia still faces challenges linked to inequality. While widespread poverty persists throughout Bolivia's three main geographic zones, the regional distribution of poverty displays one constant feature: the poorest regions are the ones comprised of the most indigenous peoples. Critical factors like long-term lack of access to social services (education and health) and productive assets (land) have impeded indigenous peoples from significantly improving their living conditions. The main social indicators (illiteracy, maternal and child mortality, and primary and

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<sup>24</sup> OHCHR 2017: <http://www2.ohchr.org/english/OHCHRreport2017/index.html>

<sup>25</sup> Guttmacher Institute (2015).

[https://www.guttmacher.org/sites/default/files/fact\\_sheet\\_downloads/sex\\_ed\\_peru\\_fact\\_sheet\\_eng.pdf](https://www.guttmacher.org/sites/default/files/fact_sheet_downloads/sex_ed_peru_fact_sheet_eng.pdf)

<sup>26</sup> OHCHR 2017: <http://www2.ohchr.org/english/OHCHRreport2017/index.html>

<sup>27</sup> CSIS (2010) <https://www.csis.org/blogs/smart-global-health/gender-based-violence-latin-america>

<sup>28</sup> <https://www.humanium.org/en/bolivia/>

<sup>29</sup> <http://www.worldbank.org/en/country/bolivia/overview>

secondary school enrollment rates) indicate that indigenous peoples have significantly less access to social services than non-indigenous peoples.<sup>30</sup>

Though the Constitution does provide measures for sanctioning racism and all forms of discrimination, several shortcomings need to be addressed. In its 2013 report, the UN special rapporteur on racism highlighted that discrimination against indigenous peoples, Afro-Bolivians and other vulnerable communities and groups still persisted and was exacerbated by structural inequalities that reinforce their exclusion and vulnerability. Particularly women continue to suffer from discrimination based on ethnic origin<sup>31</sup>.

Bolivia is a party to all the international instruments that make up the International Bill of Human Rights and to other international human rights instruments, for example those of interest for the AXIS programme:

- International Convention on the Elimination of All Forms of Racial Discrimination (CERD) – Ratified in 1970
- International Covenant on Civil and Political Rights (CCPR) – ratified in 1970
- International Covenant on Economic, Social and Cultural Rights (CESCR) – ratified in 1982
- Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) – ratified in 1990
- Convention on the Rights of the Child (CRC) – ratified in 1990

Due to the economic impact of COVID-19, poverty has worsened in the country, the poor have become extremely poor, and the middle class has become poor as well. According to UNICEF, monetary poverty in girls, boys and adolescents would increase from 26.9% in 2019 to 39.9% in 2020, those living in rural areas would be the most affected, as poverty will expand from 47.3% in 2019 to 62.3% in 2020. Girls, boys and adolescents will have a greater challenge to complete their basic education and continue higher education, entering the precarious labor market, as a consequence of the economic crisis.

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## Education

The education Law “Avelino Siñani” adopted in 2010 outlines significant reforms in education. The new education model seeks to adapt and improve the relationship between indigenous culture and languages and the national education system, and has been designed to be intra-, intercultural and pluri/multilingual. National Peoples’ Education Councils (CEPOS) have participated in drawing up specific regional programs and local curricula that reflect their knowledge, learning, values and world views. More than 15 nations and ethnic groups have been part of this initiative to transform education since 2013, mostly because of significant support from national and international organizations.

The state provides free education at all levels, including higher education, and basic education is compulsory until the end of secondary level, (14 years of schooling for all Bolivians) and it must be intra-

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<sup>30</sup> <http://www.a-id.org/2018/04/01/pluriculturalism-in-bolivia-an-overview-based-on-latest-census/>

<sup>31</sup> The EU Special Incentive Arrangement for Sustainable Development and Good Governance ('GSP+') assessment of Bolivia covering the period 2016 – 2017, Brussels 2018

and intercultural and pluri/multilingual. The law promotes equality of opportunities without any form of discrimination, gender equality, social participation, secularism, quality education, amongst others.

Public expenditure on education has increased and constitutes today 8.8% of GDP<sup>32</sup>, according to the latest official data from the Ministry of Education), and the education policy has in general shown notable success in fighting illiteracy and broadening primary education. However, the quality of education is still a problem. The new education model is mainly functioning in municipalities that have received support from civil society organization. Many teachers still lack the needed qualifications to apply the new curricula and continue using only Spanish and traditional education models in their pedagogical practice.

In urban Bolivia, females are less likely to finish secondary school than males. In urban areas, an Indigenous female student is about half as likely to finish secondary school compared to a non-Indigenous male student. But an Indigenous rural woman is five times less likely than a non-Indigenous urban man to complete secondary school. Many factors prevent girls from attaining higher levels of schooling in Bolivia, including domestic care work, early pregnancy, and the need for income. Girls who persist in secondary and higher education face other barriers: one in five female students aged 15 to 24 reports having experienced discrimination in academic environments: 25% of Indigenous women versus 18% of non-Indigenous women.<sup>33</sup>

## Sexual reproductive health and rights (SRHR)

Bolivia has one of the highest rates of teenage pregnancies in South America. According to Save the Children (2016) 240 new teenage pregnancies occur every day. Recent data indicate that nearly one in three Bolivian adolescent females becomes pregnant prior to reaching age twenty, and between 18% and 23% have their first child before they become 18 years. Approximately 70% of these pregnancies are not planned and are often a result of violence, sexual abuse other violations of girls' sexual and reproductive rights<sup>34</sup>. The UNFPA report in "State of the World's Population" from 2016 shows, that the birth rate among girls between 15 and 19 years old in Bolivia is 116 per 1.000, while the average birth rate among adolescents in Latin America is 77 per 1.000. It is estimated that around 80.000 abortions are performed annually in Bolivia.

Young people in Bolivia receive very little information about SRHR as these topics are largely taboo in Bolivian society. The lack of information leaves teenagers vulnerable to situations that put their health and well-being at risk. This problem primary affects adolescents who live in rural areas, particularly those who live in poverty, and with low levels of education and are part of the indigenous population.

However, the high level of teenage pregnancy is not only a problem of lack of information and sexual education, or of limited access to contraceptive methods. Statistics indicate that minors are increasingly exposed to being victims of trafficking in persons for the purpose of sexual exploitation, gender violence, violence, kidnapping and other crimes that exacerbate the problem of teenage pregnancy in Bolivia.

Bolivia has the highest rates of sexual violence in Latin America with one in every three women experiencing some kind of sexual abuse before the age of 18, mostly at the hand of family members, teachers or neighbors<sup>35</sup>. Many cases of rape end up with the death of the teenager. There are several root

<sup>32</sup> <http://seie.minedu.gob.bo/reportes/indicadores>

<sup>33</sup> Caren Grown in <http://blogs.worldbank.org/voices/bolivia-being-female-and-indigenous-conveys-multiple-disadvantages>

<sup>34</sup> <https://campaigns.savethechildren.net/sites/campaigns.savethechildren.net/files/Bolivia%20Spotlight.pdf>

<sup>35</sup> [www.newsdeeply.com/womenandgirls/articles/2017/06/26/bolivia-home-to-latin-americas-highest-rates-of-sexual-violence](http://www.newsdeeply.com/womenandgirls/articles/2017/06/26/bolivia-home-to-latin-americas-highest-rates-of-sexual-violence)



causes for the persistence of such violence: the pervasive culture of machismo, inadequate legislation, and lack of enforcement of existing laws, the judicial system and societal attitudes.

In 2015, Bolivia adopted a plan on early pregnancy prevention for adolescents and young people. The plan aims to contribute to decreasing early pregnancy by strengthening the protection of sexual and reproductive rights through education and better access to justice and health services. As part of the plan information and education on sexual and reproductive rights was to be implemented in all levels of the education system. However, a lack of qualified, unprejudiced teachers has made it difficult to implement the proposed sexual education, limiting it to a few educational institutions, primarily in urban areas. In general, the demands for sexual and reproductive health care in rural areas continue to go unsatisfied due to lack of human and financial resources<sup>36</sup>.



<sup>36</sup> Women's Reproductive Rights in Bolivia: A Shadow Report [www.reproductiverights.org/](http://www.reproductiverights.org/)

