

Regional Observatory

THE REALITY OF GIRLS



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An initiative of Plan International's Regional Hub for Latin America and the Caribbean and Fundación PLAN, The Reality of Girls Observatory aims to collect, organize and systematize information from the region's countries regarding the main issues related to the rights of girls and adolescents, such as education, early marriages and unions, forced child pregnancy and teenage pregnancy and gender-based violence.

This virtual platform contains evidence that enables the analysis of data on the situation of girls, and has thus far collected information from official databases which are reliable and periodically updated and have appropriate levels of disaggregation for its users' interest and analysis.

The Observatory presents and aims this data for all audiences, thus working to increase knowledge and strengthen advocacy processes at regional and national levels, as well as achieve improvements in decision-making processes.



EDUCATION COMPONENT

(Plan International)

The Observatory's component on education collects data on social inequality regarding education in Latin America and the Caribbean, and disaggregates it for each country by locality (rural and urban areas) and by sex, thus allowing a deeper comprehension of inequalities, including gender. Unfortunately, in many countries such information is not available at the departmental or provincial level. Moreover, to grasp girls' challenges regarding access to education, school attendance and learning, it is important to consider other vulnerability indicators. Thus, education variables are related to gender-based violence, early pregnancy and forced marriages and unions indicators to provide a deeper understanding of the challenges that mainly affect girls.

The following slides relate impact data on the sub-regions and countries most affected by regional migration emergencies, such as Central America's Northern Triangle and Venezuela, as well as on other countries affected by high levels of vulnerability at the regional level. In these countries, Plan International focuses its response on the needs of girls and adolescents, since emergency situations expose them even more to gender violence, early pregnancy, child, early and forced marriages and unions and other forms of violence, thus hindering their learning processes, their access to education and their educational transition and completion.



01

**THE NORTHERN TRIANGLE'S
MIGRATORY CRISIS AND
THE IMPACTS OF THE ETA
AND IOTA HURRICANES**





GUATEMALA

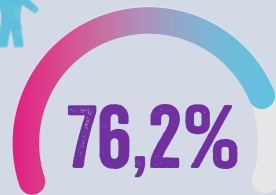
School attendance rate

In 2021

3.844.644



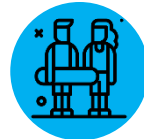
children and adolescents aged 5–18 years were enrolled in the Guatemalan education system, representing an attendance rate of



In other words, 23.8 per cent of that same population (1,201,746 children and adolescents) **were out of school.**

Note: the following analysis took into account the 5- to 18-year-old population that is enrolled in school, regardless of their grade or level, in relation to the total population of that same age group.

The Northern Triangle's migratory crisis and the impacts of the Eta and Iota hurricanes



The lowest attendance rates were observed in the 16- to 18-year-old group, probably because by this age adolescents should be attending the “diversified cycle” (upper secondary school), which is not mandatory in the country. They were followed by the 13- to 15-year-old group with an attendance of 70.7 per cent.



Girls and female adolescents aged 13–18 years **have lower attendance rates than boys and male adolescents within that same age, with an average difference of 3 percentage points.**



The departments with the lowest attendance rates were: Huehuetenango (61.4 per cent), followed by Totonicapán (63.3 per cent) and Quiché (65.7 per cent), and the largest gender gap occurred in the department of Alta Verapaz, with a difference of 5.5 percentage points.

(where attendance rate for boys was 75.6 per cent, while for girls 70.1 per cent).

in Guatemala,

60.386



between the ages of 15 and 19 gave birth in 2020.

The departments with the highest proportion of girls and adolescents aged 15–19 years who had a delivery were: Alta Verapaz (where 10 out of every 100 adolescents between 15 and 19 years of age had a birth), followed by Huehuetenango (9.4 per cent), Quiché and Petén (8.8 per cent). Some of these departments are located in the Central American Dry Corridor, a region impacted by food security crises.



EL SALVADOR

Access to Education

In 2021, access to education in El Salvador **decreased by**

1,2%
compared to 2019.



This may be largely associated with the impact of the COVID-19 pandemic and its exacerbation of preceding social and economic problems which enhance the situation of vulnerability among girls and boys.

The Northern Triangle's migratory crisis and the impacts of the Eta and Iota hurricanes



The departments with the lowest rate attendance were Cabañas (44,7%), Ahuachapán (44,6%) and La Unión (42,3%)



The department of San Vicente is considered one of the **departments with the highest fertility rates** among girls aged 10–19 years.

In 2019, El Salvador had



17.314 adolescents between the ages of 15 and 17 who were involved in early unions, of which **86 per cent were girls**.



HONDURAS

percentage of girls not enrolled in the education system

In 2019,
32%

of Honduran girls were not covered by their country's education system.



The Northern Triangle's migratory crisis and the impacts of the Eta and Iota hurricanes



The departments with the lowest school attendance rate were:

Olancho (39,6%), Copán (37,8%), and Comayagua (37,7%)



In 2020, 23 per cent of adolescents aged 15–19 years in Honduras had a live birth or were pregnant with their first child.

This was one percentage point less than the Honduran 2012 survey's data (24 per cent).

In 2017, Honduras had



1.854 girls and adolescents aged 10–14 years who were in an unmarried union; that same year,



98.590 adolescents aged 15–19 years who were in an unmarried union, of which 81 per cent (79,551) were female. .



MEXICO

School dropout rate

In 2021, on average

3,5%

of Mexican students left their education system before the end of their school year.



The Northern Triangle's migratory crisis and the impacts of the Eta and Iota hurricanes



The highest rate took place at the upper secondary level, i.e. adolescents aged 15–17 years, with 8.2 per cent, followed by the basic secondary level with 2.0 per cent.

Note: Mexican public data does not disaggregate school dropout rates by sex.



During 2016, Mexico had

2.555

 women over 15 years of age who were victims of sexual violence and

37.886

 adolescents aged 15–19 years who were married, in 2020, 74 per cent of whom were female.

02

**VENEZUELAN
MIGRATION
CRISIS**





COLOMBIA

Dropout rate

In 2019,

3,2%

of Colombian students left their country's education system before the end of their school year.

Disaggregated by sex, the rate was

2,9%

for female students and



3,5%

for male ones.



Venezuelan migration crisis



The highest dropout rate was in the 11–14 age group corresponding to basic secondary education.



In 2020,

57%

of Colombia's departments exceeded the national age-specific fertility rate



With

0.2%

per cent of every 1,000 girls aged 10–14 years giving live birth.



ECUADOR

School dropout rate

In 2021, Ecuador's school dropout rate was

1,9%

(84,509 children and adolescents),

of which males represented the largest dropout population with a

2,19% rate



compared to a

1,71%



rate for females.



The highest dropout levels took place at the secondary education level among groups aged 12-17 years, the latter corresponding to baccalaureate education.



The provinces with the highest dropout rates were:

Cañar
(3,6%),

Esmeraldas
(3,8%)

and Morona Santiago
(4,8%)

In 2020, Ecuador had



1,631

girls aged 10–14 years who gave birth, with the highest rates in the provinces of Morona Santiago and Esmeraldas.

On average, in Ecuador 31 per cent of girls and adolescents between 15 and 17 years of age suffered some type of sexual violence.



PERU

Dropout rate

In 2020, on average,

2,8%

of students attending Peru's Regular Basic Education (EBR for its Spanish acronym) left their studies before the end of the school year.



In early education, 3.8 per cent of girls and 3.9 per cent of boys dropped out, making it the level with the highest dropout rate.



Between 2019 and 2020, dropout rates increased by half a percentage point (0.5 per cent).

The highest dropout rates for primary and secondary education took place in the departments of Loreto and Ucayali.



The departments with the highest fertility rates per 1,000 girls aged 10–14 years were

Ucayali	Loreto	and San Martin
(5,5%),	(3,2%)	(3,0%)



In 2020, approximately

1.155 girls aged 10–14 years gave birth in Peru. In other words, each day **THREE** babies were born to girls between 10 and 14 years of age.

03

**OTHER COUNTRIES WITH
HIGH VULNERABILITY GAPS**





BOLIVIA

School dropout rate

In 2019 **2,7%** of students left Bolivia's education system before the end of the school year.

Disaggregated by sex, the dropout rate was

2,25%
for female students and



3,12%
for male ones.



The overall school dropout rate decreased 0.7 percentage points between 2018 and 2019.

Other countries with high vulnerability gaps



The highest dropout rate took place at the secondary education level, where 3.9 per cent of both girls and boys dropped out before 2019, as well as at all educational levels.



In secondary education, school dropout was also higher in males than in females, with rates of 4.72 per cent and 3.12 per cent respectively.

In 2019, the departments with the highest dropout rates were:



Pando (7,9%), Beni (6,5%) and Potosí (4,8%)

During 2019 in Bolivia



15 COMPLAINTS OF VIOLENCE AGAINST GIRLS WERE REPORTED EACH AND EVERY DAY.

Santa Cruz, Pando and El Beni were the departments with the highest rates of violence against girls and boys.



DOMINICAN REPUBLIC

Dropout rate

In 2020, on average

1,3%

of students left the education system before the end of the school year in the Dominican Republic.

By sex, dropout rates were

1,5%

for male students and



1,1%

for female students.



Other countries with high vulnerability gaps



The highest dropout rate took place at the secondary education level with **1,9%**



2,2%

for males and



1,6%

females.



20.5%

of female adolescents aged 15–19 years were already mothers or were pregnant for the first time.



BRAZIL

School attendance rate

In 2018, on average

6,7%

of children and adolescents aged 4–17 years in Brazil were not attending school;

The highest rate took place among 15- to 17-year-olds, with

11,8%

Other countries with high vulnerability gaps



On average, non-attendance rates were higher in male students relative to female ones, but only by 0.4 percentage points, not a significant difference.

The lowest school attendance rates were evident in Amapá, Acre, Distrito Federal, Goiás and Amazonas.



17.579 girls under the age of 14 who had been sexually abused gave birth.



The states with the highest fertility rates for every 1,000 girls aged 10–14 years were Roraima, Amazonas, Amapá, Pará and Alagoas.



PARAGUAY

Gross coverage rate in education

In 2020,
54,7%

of people (regardless of age) were covered by Paraguay's education system at the levels of early, primary and secondary education.



Other countries with high vulnerability gaps



The lowest coverage was for special early education (infant/preschool, pre-kindergarten and kindergarten), with 0.01 per cent attendance.

Basic gross coverage was **78,6%**, and the average was **64,3%**,



Primary and secondary education coverage averaged 75.1 per cent overall; by sex, 75.3 per cent for female students and 75 per cent for male ones. The lowest coverage was in the departments of

Itapúa (64,3%), Caazapá (69%) and Caaguazú (70,7%)



During 2020, in Paraguay

1.781 adolescents aged 15–19 years were married; of these, 83.3 per cent (1.483) were female adolescents.

DATA SOURCES

All data presented were processed by Plan International's Reality of Girls Observatory team using data from:

Guatemala:

- Anuario Estadístico. Ministerio de Educación de Guatemala, 2021
- Nacimientos Vivos. Sistema de Información Gerencial de Salud (SIGSA), 2020

El Salvador:

- Ministerio de Educación, Ciencia y Tecnología MINEDUCYT y DIGESTYC. 2021.
- Encuesta de Hogares de Propósitos Múltiples (EHPM) Dirección General de Estadísticas y Censos (DIGESTYC). 2019.

Honduras:

- Sistema de Administración de Centros Educativos (SACE), 2019
- Encuesta de Demografía y Salud (ENDESA), Instituto Nacional de Estadística (INE) 2019.
- Encuesta Permanente de Hogares de Propósitos Múltiples - EHPM, Instituto Nacional de Estadística (INE) 2014-2017

México:

- Educación Instituto Nacional de Estadística y Geografía (INEGI). 2020-2021.
- Encuesta Nacional sobre la Dinámica de las Relaciones en los Hogares (ENDIREH), Instituto Nacional de Estadística y Geografía (INEGI). 2016.
- Registros Administrativos - Estadísticas de Nupcialidad. Instituto Nacional de Estadística y Geografía (INEGI). 2020.



DATA SOURCES

All data presented were processed by Plan International's Reality of Girls Observatory team using data from:

Colombia:

- Educación formal -EDUC - DANE. 2019.
- Estadísticas Vitales –EEVV – DANE. 2020.

Ecuador:

- Ministerio de Educación, República de Ecuador. 2021.
- Estadísticas Vitales y Censos, Anuarios del Instituto Nacional de Estadística y Censos – INEC. 2020.
- Encuesta Nacional sobre Relaciones Familiares y Violencia de Género contra las Mujeres (ENVIGMU), Instituto Nacional de Estadística y Censos (INEC). 2019.

Perú:

- Sistema de Información de Apoyo a la Gestión de la Institución Educativa (SIAGIE). Estadística de la calidad educativa ESCALE. Ministerio de Educación. 2020.
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DATA SOURCES

All data presented were processed by Plan International's Reality of Girls Observatory team using data from:

Bolivia:

- Indicadores y Análisis educativo, Dirección General de Planificación, Ministerio de Educación de Bolivia. 2019
- Ministerio de Salud y Deportes de Bolivia / Instituto Nacional de Estadística (INE) Bolivia, Seguridad Ciudadana, Registros Administrativos. 2020.

República Dominicana:

- Anuario de Indicadores Educativos. Ministerio de Educación, Gobierno de la República Dominicana. Año lectivo 2019-2020.
- Encuesta Demográfica y de Salud (ENDESA), República Dominicana, 2013.

Brasil:

- Pesquisa Nacional por Amostragem de Domicílios Contínua – PNAD- Instituto Brasileiro de Geografia e Estatística IBGE.2018
- Ministério da Saúde (MS)/Secretaria de Vigilância em Saúde (SVS) / Diretoria de Apoio Administrativo ao Sistema de Saúde (Dasis)/Sistema de Informações sobre Nascidos Vivos (Sinasc).2020.

Paraguay:

- Datos abiertos, Ministerio de Educación y Ciencias de Paraguay. 2020
- Estadísticas Vitales. Instituto Nacional de Estadística – INE – 2020.



For more information related to girls in the Americas and the Caribbean region, please visit:

www.therealityofgirls.org

www.realidaddelasniñas.org

